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ABSTRACT

Project "Hacer Vida" is a bilingual educational program developed jointly by 7 cooperating school districts in Riverside County, California, with a combined enrollment of over 18,000 students, of which 50% have a direct need for bilingual education. The project's main goal is the development of bilingually competent individuals with sufficient bicultural appreciation to function as closely to their true intrinsic potential as possible. The goal requires development of skills within individuals and development of attitudes among both individuals and the community. The project will serve over 3,600 students in a 5-year period during which a full primary and secondary bilingual curriculum will be developed. The data presented in this evaluation report are organized according to program components which are: materials acquisition, staff development, parent/community involvement, and instruction. The instructional component evaluation is further organized by grade level and by subject area with each objective evaluated, first, as measured by criterion referenced measurements and, secondly, as measured by standardized instruments. The program management and summary and conclusion sections are presented in narrative form. Evaluation instruments, test results, and cost information on instructional materials are included in appendices. (Author/NQ)

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PROJECT

Vida

FIRST YEAR EVALUATION REPORT 1970-71

OFFICE OF RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

RC006247

TABLE OF CONTENTS

1.0 COVER LETTER 1

2.0 ABSTRACT 2

3.0 EVALUATION BY COMPONENT 4

3.1 Instructional Component Introduction 4

3.1.1 Objectives - Evaluation Grade 1 9

3.1.2 Objectives - Evaluation Grade 2 24

3.1.3 Objectives - Evaluation Grade 3 33

3.1.4 Objectives - Evaluation Grades 1-3 40

3.1.5 Objectives - Evaluation Grade 9 42

3.2 Materials Acquisition and Development Component Introduction 54

3.2.1 - 3.2.8 Objectives - Evaluation 55

3.3 Staff Development Component Introduction 59

3.3.1 - 3.3..2 Objectives - Evaluation 61

3.4 Parent / Community Involvement Component Introduction 71

3.4.1 - 3.4.16 73

3.5 Management 88

4.0 SUMMARY AND CONCLUSIONS 94

5.0 APPENDIX 96

Appendix A 96

Appendix B 160

Appendix C 175

Appendix D 185

TITLE VII BILINGUAL EDUCATION
PROJECT "HACER VIDA"
FIRST YEAR EVALUATION REPORT
1970-71

Under the Provisions of Title VII, ESEA

Title: HACER VIDA

OE Assigned Project #: 0700359-07 OE 1-359

Submitted by: Office of the Riverside County Superintendent of Schools on behalf of The Cooperative School Districts* of Coachella Valley, 4015 Lemon Street, Riverside, California 92502

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*Coachella Elementary, Coachella Valley Joint Union, Desert Sands Unified, Mecca, Oasis, Palm Springs Unified

2.0 ABSTRACT

Project "Hacer Vida" is a bilingual educational program developed jointly by seven cooperating school districs of the Coachella Valley in Riverside County, California. The cooperative districts are:

Coachella Elementary. . . . . .Two 1st grades

Coachella Valley High School. . . . . .One 9th grade

Desert Sands Unified. . . . . .One 1st grade

Mecca Elementary. . . . . .One 1st grade

Oasis Joint . . . . . .One combination 1-2

Thermal Union . . . . . .Two 1st grades

Palm Springs Unified. . . . . .Two combination 1-3

These districts have a total combined enrollment of over 18,000 students, approximately 50% of which have a direct need for bilingual education. The schools that participated the first year were those with the highest concentration of low-income families and the largest population of Mexican-American students in their districts.

The overriding goal of Project "Hacer Vida" is the development of bilingually competent individuals with sufficient bicultural appreciation to function as closely to their true intrinsic potential as possible. It is realized that this goal has required development of skills within the individuals and attitudes among both the individuals and the community. Specific plans for the accomplishment of both these requirements have been integral part of this project.

The project will serve over 3,600 students in the five-year projected articulation, during which a full primary and secondary curriculum (with the possible exception of grades 7 and 8) will be developed bilingually.

The principal focus during the first year was the development of a core of trained and experienced personnel at all levels who were able to help implement a model during succeeding years of the program.

Intensive preservice and inservice training was provided to the staff personnel to develop the unique skills required for the project. High priority was placed on development of competencies in the fields of process, or inquiry approach to classroom teaching and development of behavioral objectives for use in planning and measuring accomplishment on a daily basis.

There has been a strong emphasis on parent community involvement with all project staff participating in this activity during the year.

The data presented in this evaluation report is organized according to a synthesis of the objectives stated in the original project proposal.

The evaluation of the Materials Acquisition Component, Staff Development and the Parent Community Components are organized by presenting the objective and its evaluation.

The evaluation of the Instructional Component is presented the same way as for the other components. However, it is organized by grade level and by subject area. Each of the objectives is evaluated, first, as measured by criterion referenced measurements and secondly, as measured by standardized instruments.

The management and summary and conclusion section are presented in narrative form.

All these are further supported by the five appendices which relate to the four project components mentioned above.

3.1 INSTRUCTIONAL COMPONENT
Introduction

The data presented in this section is organized according to a synthesis of the objectives stated in the original project proposal, and takes the form of either criterion referenced data or norm referenced data. Criterion referenced data is that data kept by the project teachers in their Teacher's Evaluation Handbook. Appendix A contains a sample. Norm referenced data refers to the results of standardized testing. Appropriate graphs and table are presented in Appendix A. The actual raw score data from which these table and graphs were compiled is kept on file in the project headquarters. A third and final source of data comes from the four questionnaires developed by the project staff and administered during the first year of the project. Appropriate graphs and table presenting this data is contained in Appendix A. The actual raw score data from which these tables were compiled is kept on file in the project headquarters.

Interpretation of this data is made difficult by a number of factors. The criterion referenced data was measured by standardized tests which generally were not appropriate to the project goals, or to the project population. The project goals were written before the tests were selected and in many places the relationship of the measure to the goal is tangential, obscure, or partial. The project staff is well aware of this difficulty and is considering developing measurements appropriate to the project goals and objectives.

Another factor making interpretation of the data difficult is the relationship of the project population to the norm population used by the test constructors of the various tests used.

The original project proposal, in describing the project population, speaks of the "barrio" conditions, the rural, agricultural area, the small size of the school districts, the impaired language proficiency of the children, their poor reading scores, the small percentage of high school students who rank in the top one-third of their class, their poor self image, their inadequate knowledge of and appreciation for their cultural heritage, the estrangement between the school and community, the low level of formal education of the parents.

In direct contrast to this is the norm groups: The norm group of the Metropolitan Readiness Test had only 1% rural subjects and only 3% of the norm group's parents had lower than a sixth grade education. The norm group of the Cooperative Primary Tests had only 16% of their number from the same geographical area as the project population, and only 33% of the norm group school districts were as small as those participating in the project. The norm group of the Wepman Auditory Discrimination Test norm group was very small (533) and was taken from both rural and urban populations. The Boehm Test of Basic Skills was the only test administered in Spanish and the only test with separate norms for low socioeconomic groups. The Lorge Thorndike recommends the use of level E for 9th graders in low socioeconomic areas, but level G was used, which is appropriate for 11th and 12th graders from low socioeconomic areas. The norm group of the California Test of Basic Skills included only 27% from low socioeconomic or educational families. All norm groups for the tests used included no accounting of language or ethnic background, trusting that these variables would be distributed randomly. They are clearly not distributed randomly in the project population.

The result is that the norm referenced data is based upon test results derived from tests that are not testing for what was taught and are not testing the group that was taught. This unfortunate condition makes much of the data gathered open to ambiguous interpretation and partially meaningless.

Another difficulty with respect to interpretation of the data occurs because of the small experimental group and control group sizes and the fact that the control and experimental groups were not matched and no data was gathered concerning the baseline performance of the control group. It is admittedly difficult, and sometimes impossible, in such action research to assemble a satisfactory control and experimental group. Other factors are operating, such as availability of subjects, needs of districts, administrators, parents, teachers, community, etc., and many times they are in contrast with the need for experimental and control and often they are of more importance to the project goals. The project staff is aware of the need for more experimental controls, and is attempting to provide for this need without sacrificing other project-related needs.

Some of the data presented is disheartening, showing little or no growth, and showing objectives that were not met. Frequently it seems that the objectives set were unrealistically high, and that they need to be re-evaluated. Often it seems that the project curriculum needs revision to become more suitable for the present needs of the project children. The project staff is aware of this need, and concrete plans have been prepared to begin developing a more relevant curriculum as part of the Staff Development Component

for the coming year. Finally, there are points in the evaluation of this component where it seems that one year is a very short time to expect changes and growth in a population of this type, and that evaluation of many objectives would be best postponed until later in the project life.

In spite of all of the above difficulties and disadvantages, there are places in the evaluation where really encouraging growth is shown and where objectives are completely met: In grade 1, these successes occur with respect to language development in vocabulary development (.1.1), to writing (.1.2), to auditory and visual discrimination (.1.3), to composition and spelling (.1.4). They also occur in Social Science (.2.1). In the third grade success in Language Arts occurs in vocabulary development, comprehension, context clues, and phonetic analysis (.1.1), writing (.1.2), auditory-visual discrimination (.1.3), and composition (.1.4). There is success in social science (.2.1) and mathematics (.3.1). There is also success first through third grade levels in growth of self-esteem (.4.1). There was success at the ninth grade level in mathematics (.2.1), and IQ growth (3.1.2).

However, the greatest and most important success occurs in the final section of this evaluation where the various questionnaires that were developed and administered are presented. From such important quarters as parents, teachers, administrators, and students comes a high level of support. The questionnaires deal primarily with feelings: Feelings of the project children about school, their teachers, their classmates, the importance of school in their future success. It asks the parents how they feel about their

children with respect to various project goals: Academic success and improvement of self image. It is at this feeling or attitude level that the greatest degree of growth and positive response within the component is shown. Many experts would agree that it is this level that is most important and it is at this level that initial success must occur. Many experts would agree that positive changes must occur in parents and children of the project population before academic growth can be expected. From this vantage, the evaluation of this component can hardly be anything but positive.

Goal

The target population will achieve academic growth within the structure defined by the specific performance objectives stated within the instructional component. These performance objectives are organized according to grade levels, and relate to the following curricular areas: Language Arts, Social Science, Mathematics, and Self-Esteem.

3.1.1 Instructional Component - Grade 1

3.1.1. Language Arts

3.1.1.1

.1.1 OBJECTIVE (6.1.4.1)

Ninety per cent of the target population will achieve an acceptable level of growth with respect to vocabulary development, comprehension, context clues, and phonetic and structural analysis in both Spanish and English, and in written and oral modalities.

.1.1 EVALUATION

.1.1.1 Criterion Referenced Data

This objective was met as follows:

vocabulary development	93%
comprehension	75%
context clues	81.5%
phonetic and structural analysis	58%

Vocabulary development performance was actually met at a higher level in Spanish (97%) than in English (89%). It is the opinion of the internal evaluator of this project that these results are most likely due to exceptionally high performance in English by the Spanish speaking children in the group, rather than to exceptionally high performance in Spanish by the Anglo children in the group. Such an explanation, if it is true, speaks highly of the efforts of the staff with

respect to this objective; for it suggests that the target population of this project has indeed gone a long way towards overcoming the disadvantage of living in a second-language culture.

Achievement in comprehension was below the stated objective. Since comprehension is a complex skill in contrast to vocabulary development, it is not surprising that the results are lower and in this sense, the objective was more closely met than simply looking at what the numbers would suggest.

Achievement in context clues is below the level stated in the objective, although 80% is still a respectable percentage of success.

Achievement in phonetic and structural analysis is well below the level stated in the objective. Like comprehension, it is a relatively complex skill, and not one associated with high achievement at a first grade level. In this light, it is not surprising that the objective was not met. However, the relatively large gap between the level achieved and the level aimed for suggests room for improvement in the process used to achieve this objective.

.1.1.2 Norm referenced data

.1.1.2.1 Vocabulary Development

Achievement in vocabulary development in

English was measured by performance on the "word meaning" sub-test of the Metropolitan Reading Readiness Test (See Table 1, 2 and Graph 1, Appendix A for supporting data).

Achievement on this sub-test was below national norms (6.97 or a letter equivalent of D) on the pre-test and rose to what would have been just slightly below national norms (7.36 or a C-) on the post-test. The control group did no better, with a post-test score of 7.52 or a letter equivalent of C-.

The results of this sub-test suggest that the target population was not sufficiently ready for first grade vocabulary material at the beginning of the year, and that by the end of the year they were then ready. It is not surprising that they did not show significant growth over the control group in this area since they were not ready to benefit from the curriculum presented to them. The project staff is aware of this weakness in curriculum development and plans for next year include relating the curriculum to the level of the target population.

While it is clear that the target population did not reach a level of achievement greater

than the control group, it cannot be concluded that they did not benefit from participating in the project.

The control and experimental groups were not matched on important variables and no baseline data was gathered for the control group. Consequently, there is not sufficient data to draw any conclusions regarding the matter of which group showed more growth over the year.

.1.1.2.2 Comprehension

Comprehension was measured through the use of "listening" sub-tests of the Cooperative Primary Test and the Metropolitan Reading Readiness Test and the Boehm Test of Basic Concepts which was administered in Spanish. See Tables 1, 2, 3, 4, 5 and Graphs 1, 2, 3 in Appendix A for supporting data.

Pre-test results on the Cooperative show an extremely low score (3rd percentile), and a growth of 12% to the 15th percentile on the post-test. The control group scored at the 11th percentile on the post-test. Post-test results, however, must be considered carefully when reported in percentile ranks, for

norms related to the post-test data are not available.

Pre-test results on the Metropolitan show little movement, but an initially satisfactory score (8.2 mean raw score on a letter equivalent of C). The control group scored below the experimental group, but in the same letter category. While the difference is not significant, a trend is established suggesting higher achievement in this area by the experimental group.

The Boehm test results show pre-test results below the national norm, and post-test results much closer to the national norms. On the pre-test the target population scored 6.3 below the national norms, and on the post-test they scored only 5 points below the national norms for beginning second graders. This amount of growth is indeed encouraging, especially when it is noted that this test was administered in Spanish.

All of the above data taken together is confusing and contradictory, suggesting that the various tests were measuring different factors not entirely related to the objective.

.1.1.2.3 Context Clues and Phonetic Analysis

The word analysis sub-test from the Cooperative Primary Test was used to measure this objective. See Tables 3, 4 and Graph 2 for supporting data.

The pre-test score was extremely low, dropping to the 3rd percentile, but the post-test score was much higher, showing a percentile rank of 23 when related to the pre-test norm group.

More growth occurred on this sub-test than on the other two sub-tests administered from Cooperative. The post-test score of the experimental group was somewhat higher than the control group, although the difference was not significant.

.1.2 OBJECTIVE (6.1.4.2)

Seventy-five per cent of the target population will be able to write their own names, copy short sentences, and write the numerals from 0 to 9 in both manuscript and cursive writing.

.1.2 EVALUATION

.1.2.1 Criterion Referenced Data

This objective was met at the following levels:

manuscript 79%

cursive	60%
Mean	74%

This objective was met within 1% of the criterion level stated in the objective, with achievement well over that level when manuscript was used. The use of cursive writing at this grade level is not entirely common, and achievement is typically low; so it is not surprising that less than 75% of the class was able to meet this objective.

.1.2.2 Norm Referenced Data

The "copying" sub-test of the Metropolitan Reading Readiness Test was used to measure achievement with respect to this objective. See Table 1, 2 and Graph 1 in Appendix A for supporting data.

The target population's pre-test score was 5.84, which is given a letter equivalent of C by the test makers. It was 12.19 on the post-test, earning a letter equivalent of A, and showing growth of 6.35 points. The control group achieved a post-test score of 10.13, or a letter equivalent of B.

While the difference between the target population is not statistically significant, there is a clear trend towards achievement on the part of the target population. In addition, their growth from pre- to post-test is impressive; and corresponds well

with the criterion referenced data.

.1.3 OBJECTIVE (6.1.4.3)

The target population will be able to make the necessary auditory and visual discriminations of relationships between phonemes and graphemes in both languages and correctly articulate their reading vocabularies.

.1.3 EVALUATION

.1.3.1 Criterion Referenced Data

This objective was met at the 82% level in English and at the 91% level in Spanish. Again, the commendably high level of achievement in both languages is thought by the project internal evaluator to be due primarily to a high level of achievement in English by the Spanish children in the target population.

.1.3.2 Norm Referenced Data

The Wepman Auditory Discrimination Test was used to measure this objective. See Table 6 and Graph 4 in Appendix A for supporting data.

The pre-test mean was well below norms for six year old children and the post-test mean was very close to norms for six year old children.

This level of achievement is especially impressive when it is recognized that the norm group was composed of children generally of a higher social-economic level that the project children.

.1.4 OBJECTIVE (6.1.4.4)

The target population will be able to demonstrate compositional skills in both languages by writing short sentences independently, participating in group writing, and participating in group experience charts. They will also be able to correctly spell an acceptable percentage of their vocabulary words.

.1.4 Evaluation

.1.4.1 Criterion Referenced Data

This objective was met at the following levels:

composition	English:	50%
	Spanish:	42%
	Total:	46%
spelling	English:	38%
	Spanish:	28%
	Total:	33%

This objective was not met. The results suggest that either the objective criterion level was unrealistic for this population, or that the processes used for reaching this objective were inadequate.

Another interpretation is possible when the results of objective .1.1 are taken into consideration. This objective deals with verbally produced language, and the level of achievement there is very satisfactory. Since written production of language is generally agreed to be more complicated and later to develop than verbal production of language, it is realistic to expect lower levels of achievement in written production of language.

Support for this interpretation can be found in the fact that both English and Spanish scores are low. Ther implication is that the children in the target population are not linguistically sophisticated enough to perform well in written production, regardless of the language. Such a condition is typical of first graders, and especially so of culturally deprived first graders.

.1.4.2 Norm Referenced Data

The alphabet and copying sub-test of the Metropolitan Readiness Tests was used to measure this objective. See Tables 1, 2 and Graph 1, in Appendix A for supporting data.

There is a good deal of growth between pre- and post-test results on both sub-tests of the Metropolitan. Since norms for sub-tests of the Metropolitan do not exist, it is impossible to determine how the project children's performance relates to national norms. However, since the percentile rank of the project group on the entire test was 27 at the pre-test and 79 at the post-test, it seems reasonable to conclude that considerable growth did occur. It is impossible, however, to say how much growth occurred; since no post-test norms exist.

The experimental group achieved nearly the same score on the alphabet sub-test as the control group, and a

slightly higher score on the copying sub-test.

Again, the differences are not significant.

3.1.1.2 Social Science (Grade 1)

3.1.1.2

.2.1 OBJECTIVE (6.1.4.5)

Given an orally administered visual clue examination, the target population will correctly respond in the same language in which the question was put to them. The questions will be designed to measure the student's basic understanding of man's relationship to other men, and will cover 16 basic conceptual categories.

.2.1 EVALUATION

.2.1.1 Criterion Referenced Data

This objective was met at the 80% level, which is 5% below the criterion stated for this objective in the original proposal. There is no significant difference between performance in English and in Spanish.

3.1.1.3 Mathematics - (Grade 1)

3.1.1.3

.3.1 OBJECTIVE (6.1.4.6)

Nighty-five per cent of the target population will be able to successfully demonstrate mastery of the following conceptual areas: Sets, numbers and numerals, properties, relations, place value, geometry, addition and subtraction, multiplication, fractions, measurement.

.3.1 EVALUATION

.3.1.1 Criterion Referenced Data

This objective was achieved at the following levels:

recognizing sets	77%
numbers and numerals	75%
properties	72%
relations	79%
place value	60%
geometry	79%
addition and subtraction	66%
multiplication	77%
fractions	64%
measurement	54%
Mean	70%

This objective was not met at the level specified, however the level at which it was achieved, considering the sophistication of the concepts involved, is not embarrassing. The criteria were derived from the standard objective tests of Modern Arithmetic Through

Discovery, Big Book and Book 1, Silver Burdett Co.; and Matematica Moderna, Silver Burdett. Such objective measurements, while appropriate to the objectives being measured, are not necessarily appropriate to the population being measured. Since the target population is admittedly atypical, the norm population to which they were compared may well have been inappropriate. In view of this fact, the 70% level of achievement reached may be taken as quite satisfactory.

3.1.2 Norm Referenced Data

The "numbers" sub-test from the Metropolitan Readiness Test and the "mathematics" sub-test from the Cooperative Primary Test were used to measure this objective. See Tables 1, 2, 3, 4, and Graphs 1, 2 in Appendix A for supporting data.

The second largest amount of growth within the entire Metropolitan battery occurred on this sub-test. The experimental group scored slightly below the control group, however the difference was not significant.

Considerable growth occurred between pre- and post-test results on the Cooperative, and the experimental group achieved a higher, but not significantly higher score.

In general, it can be said that growth in this area did occur, but it is impossible to determine the

significance of that growth due to insufficient data regarding sub-test and post-test results of the instruments used and also regarding the composition and baseline of the control group.

3.1.2 - (Grade 2)

3.1.2.1 Language Arts

3.1.2.1

.1.1 OBJECTIVE (6.1.5.1)

The target population will achieve an acceptable level of growth with respect to vocabulary development, comprehension, context clues, and phonetic and structural analysis in both Spanish and English, and in written oral modes.

.1.1 EVALUATION

.1.1.1 Criterion Referenced Data

This objective was reached at the 100% level, which is 10% above the 90% level stated in the original proposal.

.1.1.2 Norm Referenced Data

.1.1.2.1 Comprehension

The "listening" sub-test of the Cooperative Primary Tests, and the Boehm Test of Basic Concepts were used to measure this objective. See Tables 7, 8, and Graphs 5, 6, in Appendix A for supporting data.

Pre-test results on the Cooperative were very low, and post-test results showed growth to the 53rd percentile, for a total of 44 percentile points

of growth. This final level of achievement and the amount of growth is indeed impressive.

Results from the Boehm are less encouraging, with a pre-test percentile rank of 25 and a post-test rank of 15. The negative growth is especially striking when it is realized that the post-test norms are for mid-year rather than the end of the year.

Many factors could be operating to produce such results, however the most likely explanation lies in the fact that the Boehm is a measure of basic skills rather than a specific measure of comprehension, and may well be measuring many other factors besides comprehension. It was administered in Spanish, which may be an important factor.

At any rate, the result of the Cooperative are much more clear and should probably serve as the primary source of evaluation.

.1,1.2,2 Context Clues, Phonetic and Struc-

tural Analysis

This objective was measured by the "word analysis" sub-test of the Co-operative Primary Test. See Table 7 and Graph 5 in Appendix A for supporting data.

Pre-test results were very low (below the tenth percentile) and post-test results were near the 31st percentile, showing a considerable amount of growth; although the final results were still not at the level of the norm group.

.1.2 OBJECTIVE (6.1.5.2)

The target population will be able to write their own names copy short sentences, and write the numerals from 0 to 9 in both manuscript and cursive writing.

.1.2 EVALUATION

1.2.1 Criterion Referenced Data

This objective was achieved at a 79% level, which is 4% above the 75% level stated in the original proposal.

1.2.2 Norm Referenced Data

This objective was measured by the "writing" sub-test of the Cooperative Primary Test. See Table 7

and Graph 5 in Appendix A for supporting data.

No pre-test norms for this sub-test exist, however post-test norms do exist, yielding a percentile rank of 16 for this sub-test. These results are not encouraging, and are in direct conflict with the criterion reference section of this group on the rest of the Cooperative battery. These discrepancies suggest that the low score on this sub-test is more likely due to contaminating factors operating, and further suggest that the results are not meaningful.

.1.3 OBJECTIVE (6.1.3)

The target population will be able to make the necessary auditory and visual discriminations of relationships between phonemes and graphemes in both languages and correctly articulate their reading vocabularies.

.1.3 EVALUATION

.1.3.1 Criterion Referenced Data

This objective was met at the 86% level.

.1.3.2 Norm Referenced Data

This objective was measured by the Wepman Auditory Discrimination Test. See Table 8 and Graph 6 in Appendix A for supporting data.

Results show initial results below acceptable standards, and may suggest that the pre-test was invalid. Final results show a growth of 5.5 mean raw score points, bringing the score into a valid range.

It is not surprising that a group of primarily Spanish-speaking students, such as the project group, would have great difficulty in discriminating the phonemes of the English language. Progress in this area is essential to the achievement of the project goal of bi-linguality, and the growth made by this group is important in that respect.

.1.4 OBJECTIVE (6.1.5.4)

The target population will be able to demonstrate compositional skills in both languages by preparing a descriptive paragraph from their own experience. They will also be able to correctly spell an acceptable percentage of their vocabulary words.

.1.4 EVALUATION

.1.4.1 Criterion Referenced Data

This objective was reached at a 100% level.

.1.4.2 Norm Referenced Data

The "writing" sub-test of the Cooperative Primary Tests was used to measure this objective. See Table 7, Graph 5 in Appendix A for supporting data.

See objective 3.1.2.1.2.2 for a discussion of the results of this sub-test. While the "writing " sub-test is appropriate to that objective , it is more closely related to composition and this objective, since it concerns itself with

spelling, punctuation, and correct usage of English. The results of this sub-test are inconclusive which is unfortunate considering the apparent appropriateness of the items.

3.1.2.2 Social Science-(Grade 2)

3.1.2.2

.2.1 OBJECTIVE (6.1.5.5)

Given an orally administered visual clue examination, the target population will correctly respond in the same language in which the question was put to them. The questions will be designed to measure the student's basic understanding of the interrelatedness of community life, and will cover 8 basic conceptual categories.

.2.1 EVALUATION

.2.1.1 Criterion Referenced Data

All of the objectives listed under this general Social Science objective were met at the 100% level.

3.1.2.3 Mathematics - (Grade 2)

3.1.2.3

.3.1 OBJECTIVE (6.1.5.6)

The target population will be able to successfully demonstrate mastery of the following conceptual areas: sets, numbers and numerals, properties, relations, place value, geomety, addition and subtraction, multiplication, fractions, measurement and application.

.3.1 EVALUATION

.3.1.1 Criterion Referenced Data

This objective was met at the following levels:

sets	100%
numbers and numerals	100%
properties	100%
order and relations	98%
place value	97%
geometry	93%
addition and subtraction	100%
multiplication and division	97%
fractions	100%
measurement	100%
application	86%
Mean	97%

.3.1.2 Norm Referenced Data

This objective was measured by the "mathematics" sub-test of the Cooperative Primary Tests. See Table 7 and Graph 5 in Appendix A for supporting data.

The pre-test results were at the 5th percentile, and the post-test results at the 66th percentile. The greatest degree of growth in the entire Cooperative battery occurred on this sub-test. The results are most encourageing, and support the high scores reflected in the criterion referenced section above.

3.1.3 Grade 3
Introduction

The data gathered for the evaluation of grade 3 objectives is incomplete and scattered. At times only 8-6 subjects were reported for criterion referenced data, and 10-15 for norm referenced data. This interpretation is on the basis of the data reported. Consequently, the interpretation of this data is difficult and it can only be said that to draw any conclusions concerning the success of the project with respect to the 3rd grade objectives is unrealistic. As a whole, the data can be taken to indicate, and only to indicate, that third grade achievement was unsatisfactory. It is impossible to determine whether this was a product of the group being evaluated or the project itself.

3.1.3.1 Language Arts (Grade 3)

3.1.3.1

.1.1 OBJECTIVE (6.1.6.1)

The target population will achieve an acceptable level of growth with respect to vocabulary development, comprehension, context clues, and phonetic and structural analysis in both Spanish and English, and in written and oral modes.

.1.1 EVALUATION

1.1.1 Criterion Referenced Data

This objective was met at the 97% level.

1.1.2 Norm Referenced Data

.1.1.2.1 Comprehension

This objective was measured by the "listening" sub-test of the Cooperative Primary Tests and the Boehm Test of Basic Concepts. See Tables 9, 10, and Graphs 7, 8 in Appendix A for supporting data.

Both the pre- and post-test results of the Cooperative were low, with some growth shown. The performance of the entire group on this battery was low. This may suggest either a contamination in the instrument, or an especially low level of achievement for this group. In view of the low number of children in this group, it is not wise to attach much meaning to these test results.

No norms for the Boehm exist at the third grade level. Using second grade norms yields a growth from the 60th to the 70th percentile. While this information is useless in establishing the level of performance of this group, it does suggest that some significant growth did occur.

.1.1.2.2 Context Clues, Phoenetic and Structural Analysis

This objective was measured by the "word analysis" sub-test of the Cooperative Primary Tests. See Table 9 and Graph 7 in Appendix A for supporting data.

Achievement and growth on this subtest was very low. See the previous discussion of comprehension for a discussion of the meaning of these results.

.1.2 OBJECTIVE (6.1.6.2)

The target population will be able to write their own names, copy short sentences, and write the numerals from 0 to 9 in both manuscript and cursive writing.

.1.2 EVALUATION

.1.2.1 Criterion Referenced Data

This objective was reached at the 100% level.

.1.2.2 Norm Referenced Data

This objective was measured by the "writing" subtest of the Cooperative Primary Tests. See Table 9 and Graph 7 in Appendix A for supporting data.

Achievement and growth on this sub-test was very low. See 3.1.3.1.1.2.1 for a discussion of the meaning of these results.

.1.3 OBJECTIVE (6.1.6.3)

The target population will be able to make the necessary auditory and visual discriminations of relationships between phonemes and graphemes in both languages and correctly articulate their reading vocabularies.

.1.3 EVALUATION

.1.3.1 Criterion Referenced Data

This objective was reached at the 94% level

.1.3.2 Norm Referenced Data

This objective was measured by the Wepman Auditory Discrimination Test. See Table 10 and Graph 8 in Appendix A for supporting data.

The results show that pre-test scores were so low as to possibly be invalid, and post-test scores, while valid, were well below norms for the group. These results are not surprising for a population composed primarily of Spanish-Speaking children. The presence of some growth, especially in one of the schools measured, is encouraging; while the low level of the scores clearly indicates an area of concern.

.1.4 OBJECTIVE (6.1.6.4)

The target population will be able to demonstrate compositional skills in both languages by preparing full length descriptive paragraphs from their own experience. They will also be able to correctly spell an acceptable percentage of their vocabulary words, and use correct grammar and punctuation.

.1.4 EVALUATION

.1.4.1 Criterion Referenced Data

This objective was met at the 82% level.

.1.4.2 Norm Referenced Data

This objective was measured by the "writing" sub-test of the Cooperative Primary Tests. See Table 9 and Graph 7 in Appendix A for supporting data.

Achievement and growth on this sub-test was very low. Se 3.1.3.1.1.2.1 for a discussion of the meaning of these results.

3.1.3.2 Social Science (Grade 3)

3.1.3.2

.2.1 OBJECTIVE (6.1.6.7)

Given an orally administered visual clue examination, the target population will correctly respond in the same language in which the question was put to them. The questions will be designed to measure the student's basic understanding of inter- and intra-community relations, and will cover 5 basic conceptual categories.

.2.1 EVALUATION

.2.1.1 Criterion Referenced Data

This objective was met at the 100% level for the first three concepts. No data regarding achievement with regard to the last two concepts was gathered.

3.1.3.3 Mathematics - (Grade 3)

3.1.3.3

.3.1 OBJECTIVES (6.1.6.8)

The target population will be able to successfully demonstrate mastery of the following conceptual areas: Sets, numbers and numerals, properties, order and relations, place value, geometry, addition and subtraction, multiplication and division, fractions, measurement, problem solving.

.3.1 EVALUATION

.3.1.1 Criterion Referenced Data

This objective was met at the following levels:

sets	54%
numbers and numerals	50%
properties	50%
order and relations	59%
place value	50%
geometry	32%
addition and subtraction	50%
multiplication and division	17%
fractions	33%
measurement	45%
problem solving	17%
Mean	42%

.3.1.2 Norm Referenced Data

This objective was measured by the "mathematics" subtest of the Cooperative Primary Tests. See Table 9

3.1.4. Social Science - (Grade 1-3)
Self Esteem

3.1.4

.4.1 OBJECTIVE (6.1.6.9)

Given pre- and post-tests at the beginning and end of the year, the target population will show a statistically higher score on the Goodenough Harris "Draw-a-Man" or "Draw-a-Woman" Test, indicating an increase in self-esteem.

.4.1 EVALUATION

.4.1.1 Norm Referenced Data

The Draw-a-Man Test, as described in the Metropolitan Reading Readiness Test, was administered as a measure of this objective. While the original intention of the test constructor in suggesting this instrument was to measure such variables as development of body image, intellectual growth, and eye-hand coordination, it is widely accepted among authorities that children's drawings of people also reflect the development of their self-image. To the extent that this is true, the results of the Draw-a-Man Test can be used as a measure of self-esteem. See Tables 14, 15, and Graphs 12, 13 in Appendix A for supporting data.

The average score for the norm group at a beginning first grade level is C, or 2.0 (when A = 4.0, B = 3.0, C = 2.0, D = 1.0, E = 0.0). The target population, with respect to the important variable of self-esteem, is indeed deprived.

Post-test scores showed the target population at 2.51, or above the national norms for beginning first graders by 50% of a grade. It is clear from these results that growth did occur. Since no data exists concerning national norms at the time the post-test was administered, it is impossible to determine if this growth is significant. However, the trend is unmistakable.

In view of the large amount of data supporting the idea that self-concepts among disadvantaged children are extremely difficult to improve, it is realistic to view the growth reflected in these scores as encouraging.

3.1.5-(Grade 9)

3.1.5.1 Language Arts

3.1.5.1

.1.1 OBJECTIVE (6.1.8.)

The target population will achieve a satisfactory score on standardized or staff-made tests for language, covering the following areas: Improved use of English and Spanish, oral communication, written communication, body of subject matter, ability to organize and refine, improvements in lexical skills, and listening and comprehension skills.

.1.1 EVALUATION

.1.1.1 Criterion Referenced Data

This objective was met at the 100% level.

.1.1.2 Norm Referenced Data

The reading and language sub-tests of the California Test of Basic Skills and the Preubas Cooperativas Inter-Americanas were used to measure this objective. See Tables 11, 12, and Graphs 9, 10, in Appendix A for supporting data. The pre- and post- results both show low levels of achievement when the target population is compared to norm groups. In addition, there is no growth over this time. The percentile rank data was taken from tables designed for 8th grade students since no data for 9th grade students was available.

.1.1 EVALUATION cont.

The norm referenced data and the criterion referenced data for this objective are at variance, suggesting either inappropriateness of the instruments used in measurement or difficulty in data gathering. In any case, it is impossible to draw any clear conclusions from the data available.

3.1.5.2 Mathematics Grade 9

3.1.5.2

.2.1 OBJECTIVE (6.1.8.2)

The target population will be able to achieve a satisfactory score on standardized tests for math covering the following areas: Number systems, operations, sets, equations and formulas, geometry, measures and weights, and social applications.

.2.1 EVALUATION

.2.1.1 Criterion Referenced Data

This objective was met at the following levels:

number systems	100%	
operations	40%	
sets	--	no data
equations and formulas	27%	
geometry	--	no data
measures and weights	--	no data
social applications	12%	
total	45%	

This objective was not met at the 80% level as stated in the original project proposal. This was due to the fact that the Project Population was in dire need of the basic math skills and operations before the other areas could be undertaken. The criteria was drawn from standarized tests that accompany the mathematics texts used in the class.

.2.1 EVALUATION cont.

It is clear from the above data that either the text used is inappropriate for the target population, or that the norms used in scoring the tests are inappropriate for the target population. A final possibility is that the processes used in achieving this objective are unsatisfactory.

It is most likely that both the text used and the norm group for the tests administered are inappropriate. All the data is low, with the exception of the 100% for the catagory "number systems" and that is misleading since only the base 10 number system was studied.

.2.1.2 Norm Referenced Data

The mathematics sub-tests of the California Test of Basic Skills was used to measure this objective. See Table 11 and Graph 9 in Appendix A for supporting data.

Both pre- and post-test data shows a low level of performance when the target population is compared with the norm group. Some growth did occur, with the greatest growth occurring in the computation section. It is difficult to determine the significance of the growth since the tables used to extract percentile were for eighth grade students. No ninth grade percentile ranks were available.

3.1.5.3 Copying Grade 9

3.1.5.3

.3.1 OBJECTIVE (6.1.84)

The target population will be equal to their non-project peers with respect to social behavior as evidenced by attendance and overt manifestations of frustration or anxiety.

.3.1 EVALUATION

.3.1.1 Criterion Referenced Data

Both intelligence and achievement tests were administered. The results are presented in the norm referenced section of this evaluation.

.3.1.2 Norm Referenced Data

The Lorge-Thorndike Intelligence Test was administered to measure this objective. See Table 13 and Graph 11 in Appendix A for supporting data. The pre-test IQ equivalent for the group was 89, which is generally considered to be just inside normal limits. The post-test results showed a growth of 3.5 IQ points for a final IQ equivalent of 92.5. This amount of growth, while not statistically significant, is impressive when it is remembered that actual raw scores had to improve over 5 points to effect the 3.5 IQ point gain.

.3.2 OBJECTIVE (6.1.8.5)

The target population will demonstrate an adequate degree of social adjustment to life on campus, as expressed by answers to personal interviews and staff-prepared questionnaires.

.3.2 EVALUATION

.3.2.1 Criterion Referenced Data

Personal interviews were conducted and questionnaires regarding self-esteem and student attitude were prepared and administered. Unfortunately, the pressing time schedule of the project staff did not allow for gathering and collating of this data, so no evaluation of student growth in this area is possible.

3.1.6 Instructional Component-Questionnaires

Introduction

During the first project year, a series of questionnaires were developed and administered by the project staff. Some of these questionnaires, in their entirety, and some partially, bore directly upon the instructional component. They are, therefore, treated in this section of the evaluation under the following headings: General, school environment, curriculum areas, self and others, future school success. A copy of each of the questionnaires is included in Appendix A.

3.1.6

.6.1 General

Only one question on the questionnaires relates to this heading. It is question #6 on the Title VII Questionnaire, which was administered to parents, teachers, administrators, and teacher aides. See Tables 16-21 and Graphs 14, 15, in Appendix A for supporting data.

On the 6 point rating scale used with this questionnaire, question 6 received a mean rating of 5.2 - 5.6. It was rated most highly by teachers and administrators, and less highly by parents and aides, yet at no time did its mean rating fall below 4.0.

It is clear then, that the majority of the respondents felt strongly that the project was effective in broadening the children's personal, cultural, and educational horizons.

.6.2 School Environment

This heading was treated in questions 1, 2, 3, 6, 8, and 10 of both the Student Interview Scale and the Parent Interview Scale; which ask basically the same questions of two different populations. It is also treated in question 11 of the Pupil Rating Scale. See Table 22 and Graph 16 for data on the Student Interview Scale; Tables 23, 24 and Graphs 17, 18 for data on the Parent Interview Scale; Tables 25-28 and Graph 19 for data on the Pupil Rating Scale. All of the above Tables and Graphs can be found in Appendix A.

On both the Student Interview Scale and the Parent Interview Scale, questions 1, 2, and 3 (which dealt with the student's feelings about his teacher, school, and the children in class) all received over 90% positive responses, and at or over 75% of the highest possible response. The parents rated question #6, which asked how the teacher felt about their child, above their mean response for the entire questionnaire and at the 94-100% level with respect to positive responses. The students, however, on the pre-test, rated that question at the 71% level. On the post-test it received 95% positive responses. The opposite pattern is found on question 8, which asks if it is fun to learn new things at school. Here the students consistently felt that it was fun to learn new things at school, and their parents viewed them on the pre-test as enjoying school much less than on the post-test. The positive

.6.2 School Environment cont.

effect of the project on the parent's feelings in this area is suggested by the growth from pre- to post-test. Pre- and post-test results for questions 10 on the Student Interview Scale are identical at 93% support, while on the Parent Interview Scale there is growth from 91% to 93% support, and a drop from 74% to 67% with respect to the percent of the highest possible score. Neither the gain in support nor the drop in percent of the highest possible score are significant. It is likely that the results suggest high support for the question and around 70% of total support.

Question 11 on the Pupil Rating Scale, which asked if the child was participating in ongoing school affairs, was answered positively for 1-3 graders, with responses near 5.5 on a 9 point rating scale. However, it was not answered positively by 9th grade students. This discrepancy is interesting and probably reflects an increasingly poor attitude towards school developing over this time.

.6.3 Curriculum Areas

This subject was treated in questions 7, 8, 9 of the Title VII Questionnaire, 4 and 5 of the Student Interview Scale and Parent Interview Scale; and questions 4, 5, 6, 7, and 8 of the Pupil Rating Scale. See appropriate graphs and tables in Appendix A for supporting data.

On the Title VII, the related questions received a mean rating of 4.9 on a scale of 6. The distribution of scores

.6.3 Curriculum Areas cont.

between the questions was even, suggesting no difference between perceived success in the curriculum areas of reading, language, and arithmetic.

On the Student Interview Scale, the related questions were rated highly, receiving around 90% positive responses. On the Parent Interview Scale, question 4, which asks if the child likes reading, was answered with 85% positive responses on the pre-test. On the post-test the percentage of positive responses grew to 98%. Question 5, which dealt with the child's feelings about arithmetic, followed the same pattern; going from 88% to 93% with respect to percent of positive responses.

On the Pupil Rating Scale the related questions received a mean rating of 4.9 for grades 1-3, which is slightly below the mean rating of the entire questionnaire.

The general conclusion to be drawn from the above data is that there was considerable support for the curriculum area development in the project.

.6.4 Self and Others

This area of the student's feelings about himself and about other students is treated in questions 8 and 11 of the Pupil Rating Scale and questions 3, 1, and 7 of the Student Interview Scale and Parent Interview Scale. See Appendix A, Tables 22-28 and Graphs 16-19 for supporting data.

On the Parent Interview Scale and on the Student Interview

.6.4 Self and Others cont.

Scale, all of the related questions are answered with over 90% positive responses, suggesting overwhelming support of the project's success in postively effecting the students' feelings about themselves and their classmates.

On the Pupil Rating Scale the related questions received higher ratings than any of the other questions on the instrument. Again, showing overwhelming support for the project in this area.

.6.5 Future School Success

This area was treated in question 9 of the Parent Interview Scale and the Student Interview Scale and question 12 of the Pupil Rating Scale. See the appropriate tables and graphs in Appendix A for supporting data.

On the Student Interview Scale and The Parent Interview Scale, question 9 received 100% positive responses, suggesting extremely high support for the project in this area.

On the Pupil Rating Scale pre-test, question 12 received a mean rating of 5.2, which was slightly above the mean rating of 6.0, which was well above the mean rating for the entire instrument.

All instruments used to measure this variable suggest strong to extremely strong support for the project in this area. It seems obvious that the students and parents feel that the project is doing a great deal to make the education of the target population meaningful and relevent.

3.2 Materials Acquisition Component
Introduction

The materials acquisition component was largely related to the staff development goal in that much of the identification of needed materials was to be done in the early staff development workshops. The delay in initiating those workshops put the execution of many of the goals in this component behind schedule.

Nevertheless, most of the materials acquisition objectives were met, and in cases where they were not, either a reasonable alternative was created or a valuable lesson was learned.

Some objectives, such as those dealing with contracting for modification of existing materials, were not met due to limited funding in this area. As a result, many materials were developed by project teachers in later workshops. A fortunate side benefit of this condition was the growing awareness on the part of all staff members for a coordination between materials, curriculum and evaluation. Plans are being developed to begin moving in this direction next year.

A valuable activity, not included in the original proposal objectives, was a visit by the project staff to the Materials Acquisition Project in San Diego. The staff members learned a great deal from this visit and felt much better prepared to identify materials appropriate to project goals and objectives.

GOAL

The most effective materials available for this project's purposes will be identified and provided at the least possible cost and early enough so that their full value will be realized.

3.2.1 OBJECTIVE (6.2.2.1)

By the start of the first semester of the project, the project staff will certify that all materials required for the first eight weeks of operation will have been obtained for each discipline.

3.2.1 EVALUATION

These materials were obtained, as stated in the objective (see Appendix B for a record of purchases and dates of delivery), but approximately one month later than stated in the objective.

3.2.2 OBJECTIVE (6.2.2.2)

By the end of this sixth week of the semester, all materials for the first semester will be on hand or scheduled for delivery within two weeks.

3.2.2 EVALUATION

This objective was met as scheduled. Note the time-line at the end of this section, and also Appendix B for supporting records.

3.2.3 OBJECTIVE (6.2.2.3)

By the end of the first semester, all materials for the year will be on hand.

3.2.3 EVALUATION

This objective was met. See the time-line at the end of the management section and Appendix B for supporting records.

3.2.4 OBJECTIVE (6.2.3.1)

By the beginning of the second month of the project, the director and his staff will have completed an analysis of the materials requirements of the various disciplines. Possible off-the-shelf sources for materials will have been investigated and orders placed, if necessary (not available from within the district), for materials considered usable in present form.

3.2.4 EVALUATION

This objective was met by the beginning of September, which is approximately one month later than originally planned. A Materials Acquisition Control Chart was not created, as stated in the Evaluation section of the original proposal. Instead, a list of all materials ordered, received, and a record of their dispersal was kept. This list is included in Appendix B. Note also the time-line at the end of the management section.

3.2.5 OBJECTIVE (6.2.3.2)

By the end of the first week of the second month of the project, the staff will have identified materials requirements not satisfiable by directly-purchasable materials and classified them as to whether they may be satisfied best by either: Modification of off-the-shelf materials, or development of new materials.

3.2.5 EVALUATION

This objective was partially met in November when a materials

3.2.5 EVALUATION cont.

development workshop was conducted. Examples of teacher-made materials developed during that workshop appear on pages 114-130 of the Continuing Grant Application for this project.

3.2.6 OBJECTIVE (2.2.3.3)

By the end of the second month of the project, all materials to be modified will have been reviewed for cost-effectiveness of in-house vs. contract modification. Either in-house assignments will be made or contracts negotiated. Orders will have been placed for acquisition if they are required materials.

3.2.6 EVALUATION

This objective was not met due to a lack of funding to support its implementation, however a materials development workshop was conducted in November, where many materials were developed by the project teachers.

3.2.7 OBJECTIVE (2.2.3.4)

By the end of the second week of the second month of the project, all materials which are not deemed available on an off-the-shelf-with-modification basis will have been reviewed for cost-effectiveness as to in-house versus contract development. In-house assignments or contracts for development will have been made.

3.2.7 EVALUATION

This objective was not met due to a lack of funding to support its implementation.

3.2.7 EVALUATION cont.

The project staff visited the Materials Acquisition Project in San Diego, where they gained important new knowledge, enabling them to improve their ability to identify current, appropriate materials directly related to the project objectives.

Plans for the Staff Development Component for next year include a series of workshops aimed at effective materials acquisition, using the knowledge gained at the Materials Acquisition Project.

3.2.8 OBJECTIVE (2.2.3.5)

At the end of each semester, the results of use of the materials in each discipline will be analyzed for identification of weaknesses in the materials. Determination of changes, if any, in the materials will be made and any desired changes described in sufficient detail to allow their accomplishment the following year.

3.2.8 EVALUATION

At the end of the first semester the materials acquisition activity was reviewed and modified for the second semester. During that semester a workshop related to this topic was conducted and was rated highly by the teachers involved. (See the Staff Development Component objective.) The teachers also visited the Materials Acquisition Project in San Diego.

The value of these experiences is evident in the 1971-72 continuing grant application for this project, where plans for coordinating materials acquisition with criterion referenced curriculum development are detailed.

3.3 Staff Development Component
Introduction

The staff development component was originally to have been developed and administered by Insgroup, Inc., a Long Beach based firm that specializes in "consulting of the design, development and evaluation of instructional systems." They submitted a proposal (May 13, 1970) detailing their proposed staff training program which is re-printed on pages 101-111 of the original project proposal. This design included a statement of specific objectives.

Unfortunately, delay of approval for the staff development contract forced re-scheduling and re-design of the program. The program began over two months later than was the original intention, and the program was re-designed to continue on a monthly basis into the school year.

The project staff was put in the difficult position of having to devise a way of evaluation the re-designed staff development program within a very short period of time. It was impossible to coordinate the re-designed program with stated objectives and evaluation procedures. A series of evaluation instruments was developed, and the evaluation of this component will consist of analyzing their results in terms of the objectives implied by the instruments used.

The Director of the project and the internal evaluator of the project were keenly aware of the need for development of a more meaningful staff development component, which had clearly stated objectives, procedures, and evaluation instruments. Accordingly, they developed and submitted to the California State Department of Education, under the Education Professions Development Act, a proposal

for the training of bilingual aides. In addition, the Continuation Grant Application for this project includes a description of plans to conduct teaching staff workshops centered around the problem of devising criterion-referenced instruments to coordinate with the curriculum detailed in terms of performance objectives in the instructional component of the project. Both workshops will carry college credit and are aimed specifically at meeting the needs of the project.

Goal

A staff development program will be designed which will prepare the teaching and teacher's aide staff to successfully carry out their responsibility in contributing to the achievement of the goals and objectives set forth in the instructional and parent/community involvement components. The attainment of this goal is expected to involve such activities as curriculum design, educational materials design, and improvement of cooperation and communication among project staff members.

3.3.1 OBJECTIVE

The topics covered in the workshops will be perceived by the participants to have been dealt with in a realistic and meaningful manner.

3.3.1 EVALUATION

A questionnaire was developed, including a question dealing with this objective (see Appendix A for a copy of the questionnaire). It was administered eight times during the project year. On a 9 point scale the mean response over all eight administrations was 6.6 or 73% of the total possible score. The range of responses to this item are from 5.1 to 7.5 (83%).

It can be concluded from this data that the objective was met for each workshop individually and for all the workshops together at above a 50% level. Further, it can be concluded that, on the average, the objective was met at a 73% level.

3.3.2 OBJECTIVE

The ideas presented in the workshops will be perceived by the participants as applicable to their daily working situation.

3.3.2 EVALUATION

This objective was measured through question #2 on the Title VII questionnaire mentioned in 3.3.1 above.

On a 9 point scale, the mean response for all workshops was 6.4, or 71% of the total score possible. The range of responses to this question was from 4.9 (54%) to 7.6 (84%).

3.3.2 EVALUATION cont.

This objective was met at the 71% level and was never met at less than the 50% at any one workshop.

3.3.3 OBJECTIVE

The workshops will be perceived by the participants as having altered or modified their perceptions of the topics presented.

3.3.3 EVALUATION

This objective was met at the 70% level as measured by question #3 on the Title VII questionnaire contained in Appendix A. The range of responses to this question was from 51% to 80% of the highest response possible, support above 50% for every workshop conducted.

3.3.4 OBJECTIVE

This objective was met at the 78% level as measured by question #4 on the Title VII questionnaire contained in Appendix A. The range of responses to this question was from 52% to 89% of the highest possible score, showing support above 50% for every workshop conducted.

3.3.5 OBJECTIVE

The workshops will be perceived by the participants as having been worthwhile.

3.3.5 EVALUATION

This objective was met at the 78% level as measured by question #5 on the Title VII questionnaire contained in

3.3.5 EVALUATION cont.

Appendix A. The range of responses to this question was from 56% to 89% of the highest possible score, showing support above 50% for every workshop conducted.

3.3.6 OBJECTIVE

The staff development workshops conducted from August 30 to October 10 will be perceived by the participants as having met their needs with relation to dealing with learning problems in the classroom within the following curriculum areas:

3.3.6.1 Reading

3.3.6.2 Social Science

3.3.6.3 Arithmetic

3.3.6.4 Oral Spanish

3.3.6.5 Oral English

3.3.6.6 Positive Self-Image

3.3.6 EVALUATION

The combined curricular objectives were seen as met at an above average level by 76% of the respondents. This measure is taken from responses to a questionnaire administered at the end of a ten-day workshop for the project staff. The questionnaire was designed with a 5 point scale and is included in Appendix C.

3.3.6.1 This objective was seen as met at an average level or above by 70% of the respondents.

3.3.6 EVALUATION cont.

3.3.6.2 This objective was seen as met at an average level or above by 58% of the respondents.

3.3.6.3 This objective was seen as met at an average level or above by 56% of the respondents.

3.3.6.4 This objective was seen as met at an average level or above by 88% of the respondents.

3.3.6.5 This objective was seen as met at an average level or above by 87% of the respondents.

3.3.6.6 This objective was seen as met at an average level or above by 94% of the respondents.

It is interesting in this connnection to note that the areas where the objective met with the greatest degree of success (Oral Spanish, Oral English, Positive Self-Image) are those areas of major importance to the project in that they relate most closely to primary needs of the project population as bi-lingual and culturally deprived.

3.3.7 OBJECTIVE

The participants of the August 30 to October 10 workshop will perceive the skills prescribed in that workshop as in the process of being learned by the students in their classrooms. This objective deals specifically with the following curricular areas:

3.3.7.1 Reading

3.3.7.2 Social Science

3.3.7.3 Arithmetic

3.3.7 OBJECTIVE cont

3.3.7.2 Social Science

3.3.7.3 Arithmetic

3.3.7.4 Oral Spanish

3.3.7.5 Oral English

3.3.7 EVALUATION

The combined curricular objectives were seen as met at an average or above level by 88% of the respondents. This measure is taken from responses to a questionnaire administered at the end of a ten-day workshop for the project staff. The questionnaire was designed with a 5 point scale and is included in Appendix C.

3.3.7.1 This objective was seen as met at an average level or above by 71% of the respondents.

3.3.7.2 This objective was seen as met at an average level or above by 82% of the respondents.

3.3.7.3 This objective was seen as met at an average level or above by 100% of the respondents.

3.3.7.4 This objective was seen as met at an average level or above by 100% of the respondents.

3.3.7.5 This objective was seen as met at an average level or above by 88% of the respondents.

3.3.8 OBJECTIVE

During the August 30 to October 10 workshop the participants will perceive the interpersonal relationships among their school staff at an average level or above. This objective

3.3.8 OBJECTIVE cont.

is directed at two levels:

3.3.8.1 Total school staff level

3.3.8.2 Team level

3.3.8 EVALUATION

3.3.8.1 This objective was met at a 68% level as measured by the response of the participants to the following statement: "Interpersonal relationships among the total staff at my school are: poor, fair, average, above average, excellent."

3.3.8.2 This objective was met at a 91% level as measured by the responses of the participants to the following statement: "Interpersonal relationships among the total staff at my school (at a team level) are: poor, fair, average, above average, excellent."

3.3.9 OBJECTIVE

During the August 30 to October 10 workshop, the participants will perceive their classroom routines as working at an average or above.

3.3.9 EVALUATION

This objective was met at an 87% level as measured by the responses of the participants to the following question: "How are classroom routines working?" The responses were recorded on a 5 point scale with the units labeled: poorly, below average, average, above average, excellent.

3.3.10 OBJECTIVE

During the August 30 to October 10 workshop, the participants will perceive their staff meetings as meeting their needs in school at the average level or above.

3.3.10 EVALUATION

This objective was met at a 64% level as measured by the responses of the participants to the following question: "Do staff meetings meet your needs in school?" The responses were recorded on a 5 point scale with the units labeled: poorly, below average, average, above average, excellent.

3.3.11 OBJECTIVE

During the August 30 to October 10 workshop, the participants will perceive communication among their staff members at school to be at the average level or above.

3.3.11 EVALUATION

This objective was met at a 70% level, with 47% responding at the "excellent" level, as measured by the responses of the participants to the following statement: "Communication among

3.3.11 EVALUATION

staff members at my school is: poor, below average, average, above average, excellent."

3.3.12 OBJECTIVE

The teachers will perceive their teacher's aides in a positive manner in the following areas:

3.3.12.1 The instructional aide will have modified the children's academic performance.

3.3.12.2 The instructional aide will have helped the children to gain communication skills.

3.3.12.3 The instructional aide will have stimulated the children's interest in school activities.

3.3.12.4 The instructional aide will have helped the children develop positive self concepts.

3.3.12.5 The instructional aide program has been worthwhile.

3.3.12 EVALUATION

This objective, in general, was met at an 85% level on a pre-test basis and at 93% on a post-test basis. The mean growth, for all of the areas listed below (.3.12.1/.2/.3/.4/.5) was 8.4% between pre and post-test. This data was gathered through administration of a questionnaire (Title VII Evaluation, Instructional Aides Program, Teacher Questionnaire) consisting of 5 questions and using a 9 point rating scale. The

3.3.12 EVALUATION cont.

questionnaire was administered to the project teachers on two different dates (2/70 - 5/71).

3.3.12.1 This objective was met at the 78% level on the pre-test and the 91% level on the post-test. This objective received the lowest rating of all the objectives on the pre-test. On the post-test, its ranking was also last, but it was with this objective that the greatest growth occurred (13%).

3.3.12.2 This objective was met at the 84% level on the pre-test and the 93% level on the post-test. The growth for this objective between pre- and post-test was 9%.

3.3.12.3 This objective was met at the 90% level on the pre-test and the 92% level on the post-test. The growth for this objective between pre- and post-test was 2%. Since the initial ranking was so high, the relatively small growth is expected.

3.3.12.4 This objective was met at the 80% level on the pre-test and the 88% level on the post-test. The growth for this objective between pre and post test was 8%

3.3.12.5 This objective was met at 92% level on both the pre- and post-test, making growth between tests 0%. Again, the initially high score of this objective made it difficult for any measurable growth to occur.

3.4 Parent/Community Involvement Component

Introduction

Plans in the original proposal called for the establishment of an Advisory Committee, which was to consist of 10 parents (divided proportionately among Spanish- and English-language environment families), one teacher, two teacher's aides, a representative of the district administration, and at least one representative each from business and industry in the community.

This plan was very much altered during the first year of the project as a more clear view of the needs of the community formed in the minds of the project staff. Accordingly, individual parent organizations, called Parent Clubs, were formed at the school level. They functioned to unite parents, teachers, and children of the project; and to make communication between the project staff, the school administration, and the community flow more freely. What evolved was a very vital and active grassroots organization of project parents.

The Advisory Committee was formed out of representatives of the Parent's Club members. Another group, the Executive Board of Superintendent's, was also formed. The Executive Board, composed of the Superintendents of the various school districts in the project, carried out the main policy making function originally designed to be conducted within the Advisory Committee. The Advisory Committee served as a communication link between the Parent Clubs and the Executive Board.

Introduction cont.

This organization was more complicated than the originally proposed single Advisory Committee plan, and heavily taxed the energies and time of the project director and project evaluator, who attended all three group's meetings. However, the view of the project staff is that the three-group approach more closely fit the needs of the community at the time and served as a valuable first step in realizing the intended function and composition of the Advisory Committee. The project staff intends to make further steps next year towards fully reaching the objectives in this component related to the Advisory Committee. They also intend to retain the Parent Clubs and the Executive Board, for they have proven to be valuable additions to the original proposal.

Goal

Effective means will be sought to involve the parents of the community in the development of meaningful educational programs for their children.

3.4.1 OBJECTIVE

At the end of the first year each participating district will have formed an Advisory Committee consisting of 10 parents (divided proportionately among Spanish- and English-language environment families), one teacher's aides, a representative of the district administration, and at least one representative each from business and industry in the community.

A chairman and a secretary will be designated with the chairman also serving as the group's representative to the Project Steering Committee.

3.4.1 EVALUATION

This objective was re-structured during the operation of the project. It was found to be more effective and convenient to organize the Advisory Committee with respect to the Parent Clubs which were operating effectively at the individual school level. Two parents from each Parent Club were elected to sit upon the Advisory Committee and represent their Parent Club.

Minutes of the Advisory Committee meetings are kept for most of the meetings, and are at the Title VII Office. They comprise a record of Committee activities, and also act as supporting data for this portion of the evaluation.

3.4.2 OBJECTIVE

By the end of the eighth week of the project the first monthly edition of the bilingual newsletter will have been prepared and distributed.

3.4.2 OBJECTIVE cont.

Distribution will be to parents of participating students, mass-media organizations, and community organizations.

The newsletter will contain information on the following:

3.4.2.1 Policies developed by the Advisory Board

3.4.2.2 Coming events

3.4.2.3 Classroom activities

3.4.2.4 Personal news of students, teachers and parents

3.4.2.5 Recognition for achievement by students

3.4.2.6 Community news related to project

3.4.2.7 Progress reports on the project

3.4.2 EVALUATION

This objective was not met, due to the absence of sufficient clerical personnel to put it into action.

It was the decision of the project staff to reduce the priority of this objective rather than seek to involve teachers and parents in an attempt to meet it. The rationale for this decision was their over-riding feeling that such a task would be perceived as a burden by the already heavily involved teachers and parents. As such, its net effect would be to lower morale and reduce the effectiveness of this component.

3.4.3 OBJECTIVE

By the end of the year 90% of parents of children in the project will demonstrate interest in the project by:

3.4.3.1 having made at least two visits to the classroom

3.4.3.2 responding favorably to questionnaires sent to

3.4.3 OBJECTIVE cont.

the home.

3.4.3.3 having committed to participate in at least one event or activity of the program

3.4.3 EVALUATION

This objective was met at a lower %age level.

3.4.3.1 It was 78% effective with 70% of the parents making at least two visits to the classroom. Supporting data is provided in Appendix D in the form of a list of parents who visited the classrooms, and the dates of their visits. These lists were compiled by the various teachers in the Teacher Evaluation Handbook, an example of which is presented in Appendix E.

3.4.3.2 A sample of the Parent Interview Scale is included in Appendix D.

An analysis of the results shows a 93% favorable response on the part of the parents when the questionnaire was first administered, and a 99% positive response at the second administration of the questionnaire. Not only is the degree of parent support for the project, as measured by this questionnaire, impressively high; there is also a net mean growth of 7% between administrations.

The greatest growth occurred on question #1, "Does

3.4.3 EVALUATION cont.

your child like school?" The most positively answered question in both administrations (100%) was, "Will school help your child get a good job some day?"

Looking at the data in a different way, that is comparing the degree of positive response to the highest degree of positive response possible (to the ideal), yields another interpretation. This shows a pre-test level of 82% and a post-test level of 76%, suggesting room for growth towards the clearly difficult goal of 100% support from all parents.

Data extracted from the Teacher Evaluation Handbook shows that the teachers felt that 56% of the parents responded favorably to the questionnaire. It is interesting to note the degree to which the teachers apparently underestimated parent support of the project.

3.4.3.3 This objective was met at the 55% level with 50% of the parents involving themselves as participants in at least one activity or event during the duration of the project.

Tabulations were extracted from the Teacher's Title VII Evaluation Books described on pages 85-112 of the Continuation Grant Application for

3.4.3 EVALUATION cont.

this project. See Appendix A for an example of such an Evaluation Book.

3.4.4 OBJECTIVE

At least 50% of parents whose schedule permits them to act as paraprofessionals in the classroom will do so during the first year of the project. By the end of their first year 90% of these will be able to perform their duties to a proficiency level of at least 80% according to a staff-developed check list.

3.4.4 EVALUATION

This objective was met in part. 36% of the parents did act as paraprofessionals during the year, yielding a 72% level of attainment for this objective. This data was extracted from the Teacher Evaluation Handbook. No data was gathered on the available pool of parents for meeting this objective, and no figures or records were kept indicating the number of parents involved in paraprofessional activities. An objective check list of the proficiency of parents as paraprofessionals was not developed.

Neverless, parents were extensively involved in the classroom, contributing their time and talents to improve the educational program of their children. Many of them volunteered to allow the project staff to photograph them at their various occupations and have this material used in the classroom. The minutes of the various Parent Club meetings hold frequent references to parent

3.4.4 EVALUATION cont.

involvement in classroom activities.

3.4.5 OBJECTIVE

At least 50% of project parents will avail themselves of one or more of the educational opportunities afforded by the project during the first year.

3.4.5 EVALUATION

This objective was not met. A list of educational opportunities available in the area was compiled and disseminated to the parents. However, no records were kept showing the number of parents who availed themselves of this opportunity. See Appendix D for a copy of the educational opportunities list.

3.4.6 OBJECTIVE

At least 80% of project parents will exhibit a minimum degree of home reinforcement by indicating that they regularly review work samples brought home by their children.

3.4.6 EVALUATION

This objective was met at a 71% level with 75% of the parents indicating that they regularly reviewed their children's school work. This data was extracted from the Teacher's Evaluation Notebooks, where each teacher kept a record of notes sent home to parents indicating review of work samples and of individual conferences held.

3.4.7 OBJECTIVE

At least 80% of the project parents have demonstrated their desire to further the aims of the project by attending at least two of the Advisory Committee meetings during the first year.

3.4.7 EVALUATION

Since the composition of the Advisory Committee was altered after this objective was written, it is difficult to determine precisely if this objective was met. It is clear that 80% of the project parents did not attend at least two Advisory Committee meetings. However, it is equally clear that two parents from each Parent Club did attend the Advisory Committee meetings most of the time.

The range of parents attending is more narrow than the intention of the objective, but the frequency of parental attendance is higher than that specified in the objective. In view of this alteration of the Advisory Committee composition, and considering what seems to be the spirit of the objective, it seems fair to state that this objective was nearly, if not entirely met.

3.4.8 OBJECTIVE

The community will demonstrate understanding of and interest in the project by publishing at least three press releases in the general-circulation newspapers of the area during the

3.4.8 OBJECTIVE cont.

year (English language only as there are no Spanish language newspapers in the project area).

3.4.8.1 Both English-language and Spanish-language radio and television news programs in the project area will carry at least three releases on the project during the year.

3.4.8 EVALUATION

This objective was met. See Appendix D for a sample of the various newspaper clippings collected throughout the year.

3.4.8.1 Television and radio coverage of the project was not as satisfactory as newspaper coverage, and no data was kept to provide information concerning the frequency of such news releases.

3.4.9 OBJECTIVE

During the first year a speaker's bureau will be formed from project personnel to present information on the project to gatherings of Mexican-American and Anglo fraternal and civic organizations. This group will furnish speakers for at least one meeting of each such group in the project area.

3.4.9 EVALUATION

This objective was not met. A speaker's bureau was not formed until late in the project year, and it did not form early enough to become active. It is the intention of the project staff to meet this objective early next year.

3.4.10 OBJECTIVE

During the year the project staff will distribute news releases to the mass-media representatives in the community relative to project activities. Releases will be made at least once each month and will be in both Spanish and English for use on radio-television as well as in newspapers.

3.4.10 EVALUATION

This objective was only partially met, largely due to a shortage of clerical personnel to put it into operation. Announcements of Parent Club meetings were carried, in Spanish, over the local radio station, but monthly releases for radio, television, and newspaper concerning project activities were not supplied.

With adequate funding in this area, it is expected that this objective will be met next year.

3.4.11 OBJECTIVE

The administrative officer assigned by each district to Project Hacer Vida will continually solicit speaking engagements for members of the project speakers bureau. Engagements will be soliced until each Anglo and Mexican-American civic and fraternal organization in the community has agreed to be addressed at least once by a member of the bureau.

3.4.11 EVALUATION

This objective was partially met. The formation of the speaker's bureau was delayed until late in the project year. However, the project director and the project evaluator

3.4.11 EVALUATION cont.

have spoken on behalf of the project to various community groups, such as the Rotary and Lion's Clubs, the Mexican-American Political Association, and various P.T.A.'s. A record of these speaking engagements and their dates is provided in the Appendix.

3.4.12 OBJECTIVE

By the end of the first week of the project the participating districts will have selected their representative for the Advisory Committee and the Project Director will have selected the parents, staff, business and industry representatives. All will have attended an orientation meeting where they will have been indoctrinated in the goals of the project and the functions of their committee. The committee members will be invited to participate in:

3.4.12.1 identification of policy requirements for management of the project

3.4.12.2 establishment and evaluation of objectives relative to parent, teacher, and student development during the program

3.4.12.3 dissemination of information on the project to other parents and the community at large.

3.4.12 EVALUATION

The Advisory Committee was formed in November rather than in the first week of July. This delay was due, in part, to the realization on the part of the project staff that the already

3.4.12 EVALUATION cont.

active and vital Parent Clubs would better serve as a base for community involvement than the projected Advisory Committee. See the time-line at the end of the management section for a record of event dates related to this component.

3.4.12.1 This objective was not met. Policy requirements for the management of the project were established by the Executive Board of Superintendents rather than the Advisory Committee in the coming year.

3.4.12.3 This objective was met through the use of the news media (as described in 3.4.8/.10), and through the close communication between Advisory Committee Members and the Parent Clubs. Since representatives from the Parent Clubs also were members of the Advisory Committee, the kind of close communication intended by this objective was effectively met as Advisory Committee members returned to their Parent Clubs to discuss their activities in the Advisory Committee.

3.4.13 OBJECTIVE

By the end of the fourth week of the project the Advisory Committee will have established a sub-committee on news dissemination for the purpose of issuing a monthly newsletter to the parents of participating children and the community

3.4.13 OBJECTIVE cont.

at large.

The committee will consist of a teacher and two parents.

3.4.13 EVALUATION

This objective was not met. The project staff, and the members of the Advisory Committee felt other matters to be more important and time was not available to turn attention to meeting this objective.

3.4.14 OBJECTIVE

Prior to the end of the sixth week of the project the Advisory Committee will have submitted a plan for communicating the goals of the program to participating parents and providing the means for their active participation in the project.

These plans will provide the means for allowing:

classroom visitation by parents

participation in paraprofessional activities by parents

3.4.14.1 participation in adult education programs

3.4.14.2 active home reinforcement of learning

3.4.14.3 participation in Advisory Committee work

3.4.14 EVALUATION

This objective was partially met. Plans for classroom visitations by parents, for paraprofessional activities, active home reinforcement of learning, did occur; but they were largely the work of the project staff rather than the Advisory Committee. Plans for participation in adult education programs

3.4.14 EVALUATION cont.

never materialized. Plans for participation of other parents on the Advisory Committee were partly reached with the decision to draw Advisory Committee members from the Parent's Club, and also with the formation of the Speaker's Bureau.

The general objective, the "communicating (of) the goals of the program to participating parents" was partially reached through the development and administration of the Title VII Questionnaire.

Analyzing these results with respect to this objective requires a couple of approaches. First, it is important to look at the response of parents to the questionnaire, noting that the degree of positive responses shown by this group (91%) was well above the average for the total group, and above any other single group responding (teachers, administrators, teacher aides). This suggests an extremely high degree of parental support for the project and its goals. Note also that their average response for the entire questionnaire (5.1 on a scale of 1-6) is again higher than the average response for the total group and for any single group within the total group responding. This is another indication of the high degree of parental support enjoyed by the project.

Another possibility is to look at the specific questions on the questionnaire most closely directed to this goal and the parent/community component in general. The pertinent questions would seem to be the following:

3.4.14 EVALUATION cont.

4. Your judgment of cooperative relations existing between the school, home and community as a result of the Title VII program.

10. Your judgment of the community's receptiveness to the objectives of the Title VII program.

13. Your judgment of the adequacy of local news coverage of the Title VII program.

14. Your judgment of parent acceptance regarding objectives of the Title VII program.

15. Your judgment of parent participation regarding objectives of the Title VII program.

The average responses of the total group to these questions was 4.7 on a 1-6 scale. This compares favorably with the average response of the total group to the entire questionnaire (4.5). The degree of support shown by the total group to these questions is 75%, which is 8% above their support for the entire questionnaire. The obvious conclusion to be drawn from these figures is that the entire population working on the project along with the parents themselves, saw the effectiveness of the parent/community component as very high.

3.4.15 OBJECTIVE

During the year each teacher will contact each parent by

3.4.15 OBJECTIVE cont.

telephone or in person at least six times to review each child's academic and social progress and learn more about the child's background. At least two of the six calls will be personal, either at home or in the school.

3.4.15 EVALUATION

This objective was met 51%. The data drawn to support this conclusion comes from information recorded in the Teacher Evaluation Notebook, an example of which is included in Appendix A.

3.4.16 OBJECTIVE

The project staff will prepare a set of guidelines to be followed by parents participating in classroom activities as paraprofessionals. An objective checklist, to be used in evaluating performance, will also be prepared. Orientation sessions will be held during the first week of the program in which paraprofessionals will be indoctrinated to the goals of their position and the specific methodology to be followed.

3.4.16 EVALUATION

This objective was not met. Parents were used as paraprofessionals within the project classrooms, and records of their contributions and activities can be found in the various Teacher Evaluation Notebooks, and the minutes of the various Parent Club meetings.

3.5 Management

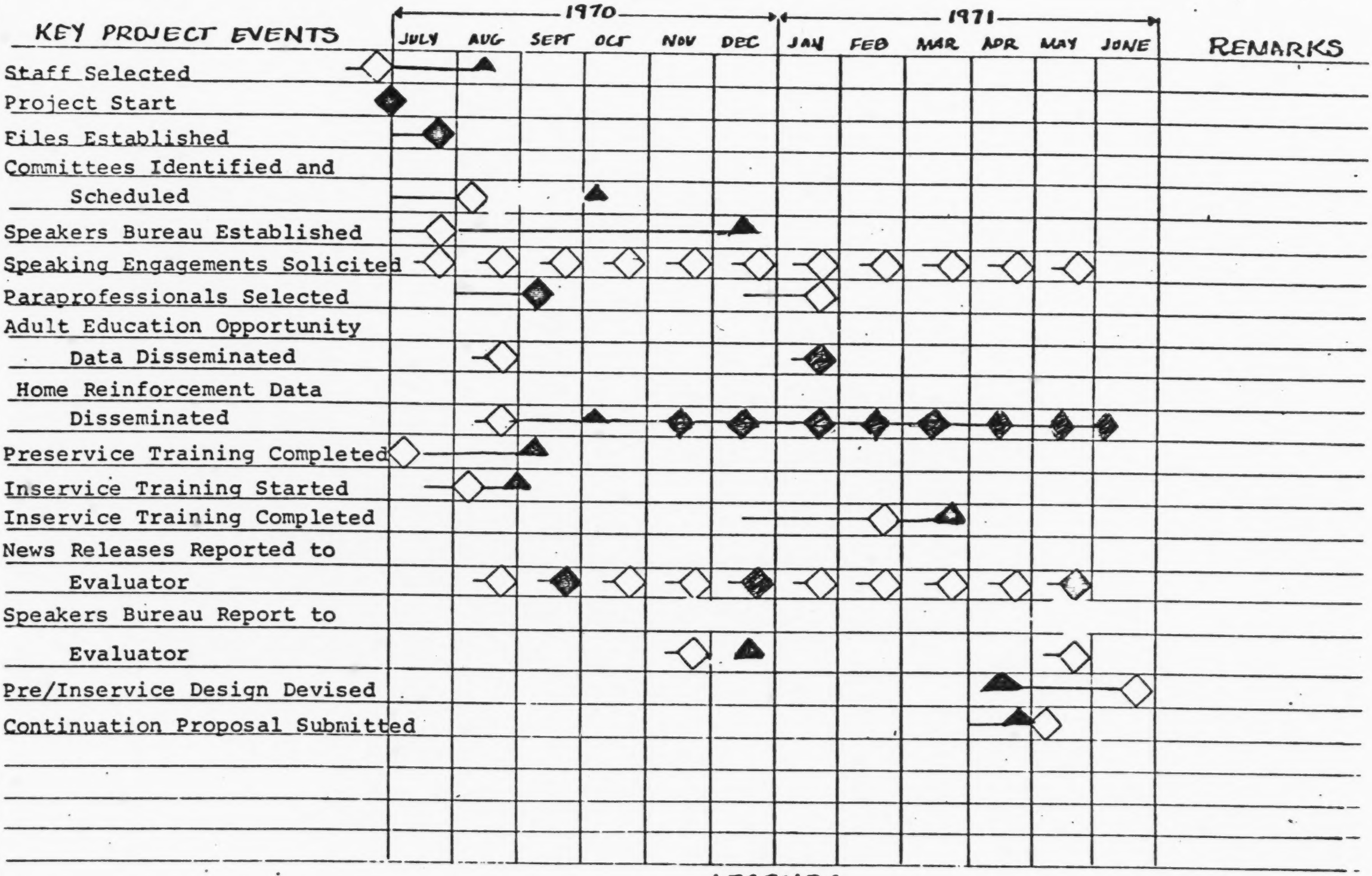
The management tools used the first year in Project "Hacer Vida" were a PERT chart, flow diagrams and time-lines. The PERT chart and the time-lines (which follow) were the most useful tools.

Although some events did not occur on the anticipated dates, the majority of them occurred within a reasonable length of time.

Through no fault of the project staff, but through uncontrolable situations, a few of these events were further prolonged. The staff is already making plans to meet the events that were not met on time this year, for the second project year.

In general, the successful management of the project was due to a genuine effort by the project staff.

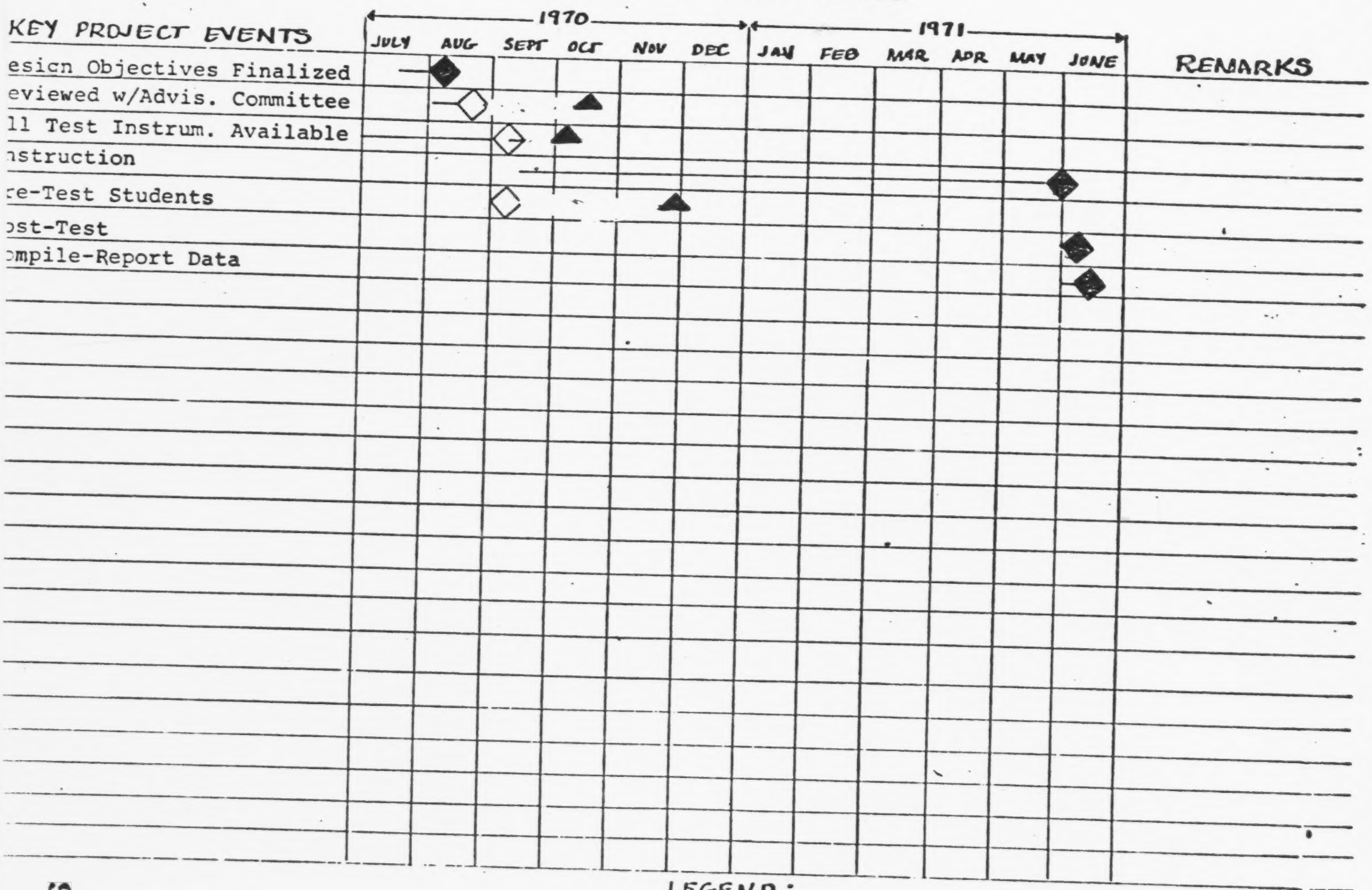
PROJECT TIME LINE



LEGEND:
— Event duration
◇ scheduled completion date
△ actual completion date

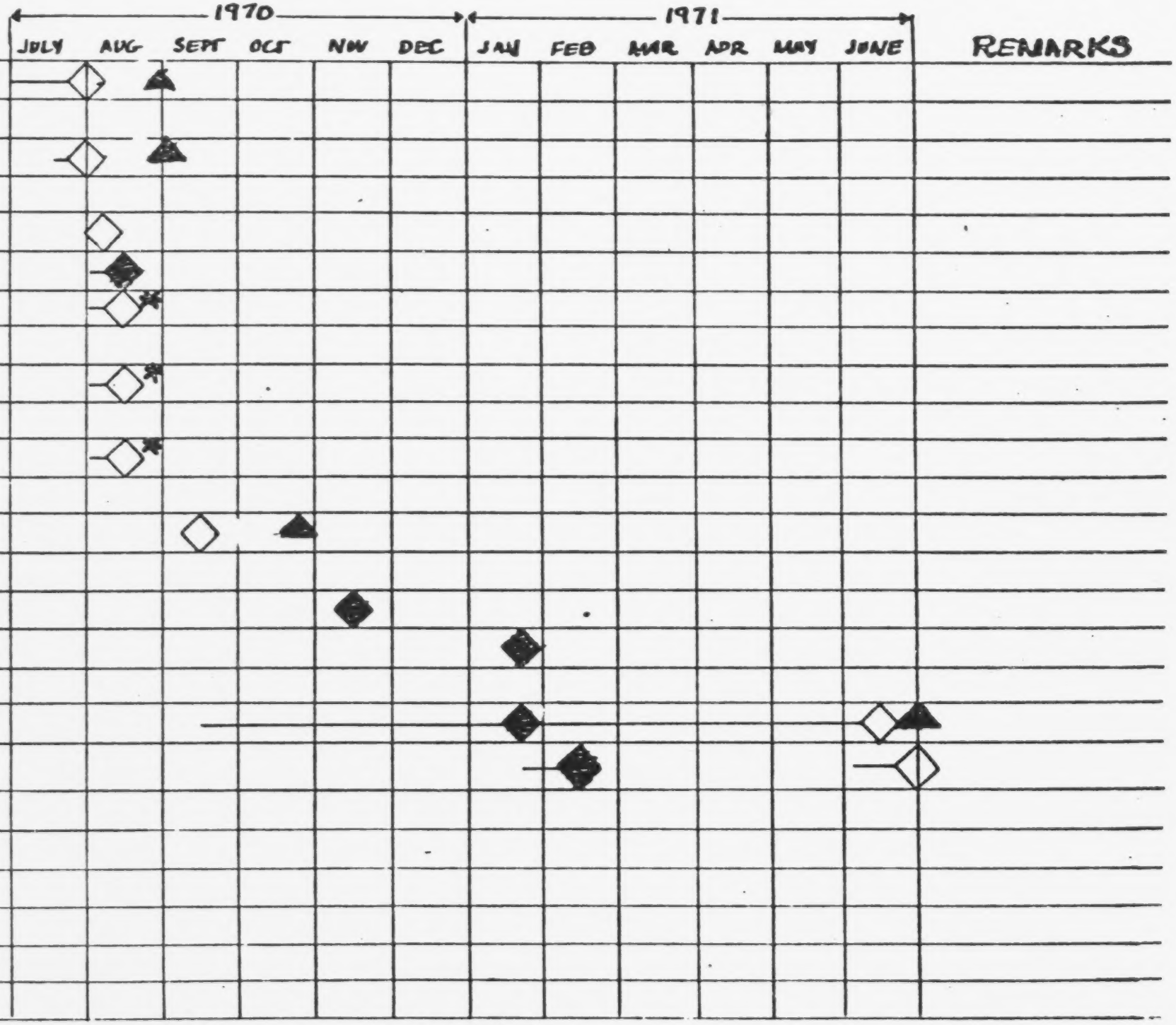
5.1.18 Instruction

PROJECT TIME LINE



6.2.9 - Materials Acquisition and Development

PROJECT TIME LINE



* (This option not available, funds not budge
* (Same as above)
* (Same as above)

LEGEND:
event duration
◇ scheduled completion date
△ actual completion date

92

6.3.8 Staff Development

PROJECT TIME LINE

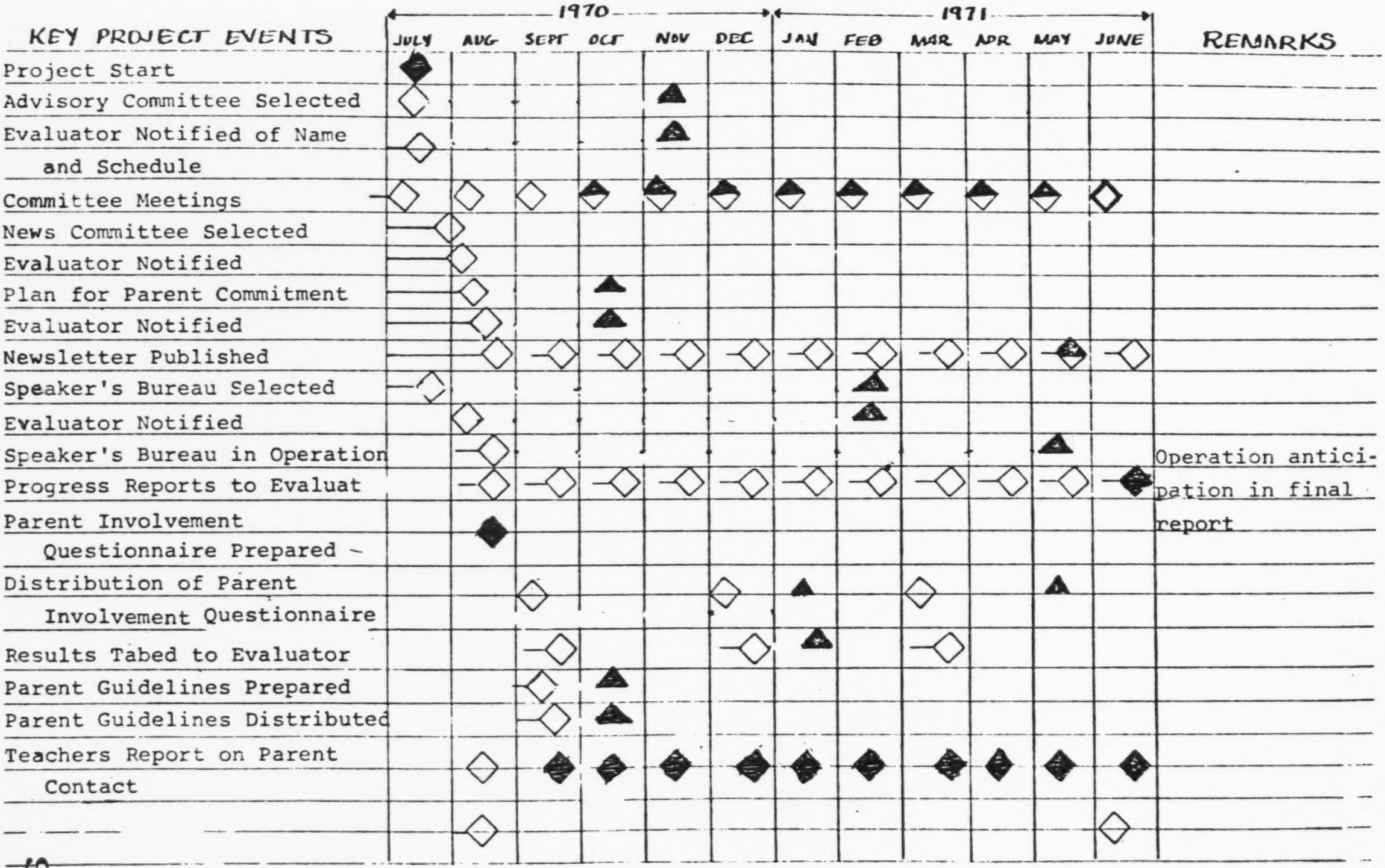
KEY PROJECT EVENTS		1970 JULY	AUG	SEPT	OCT	NOV	DEC	1971 JAN	FEB	MAR	APR	MAY	JUNE	REMARKS
Identify Personnel	June1	◇	△											
Job Specif. Complete	June	◆												
Pre-Test Tchrs. & Aides	June 15	◇		△										
Start Pre-Service Trng.	June 15	◇		△										
Pre-Service Trng. Completed		◇		▲										
Post-Test Tchrs. & Aides		◇		▲										
Performance Checklist Prep.		◇												
Tabularize Data on PS Trng.		◇		▲										
Modify In Service Component		—	◇	△										
Begin In-Service Trng.		—	◇		▲									
Finish In-Service Trng.			—							▲		◇		
Tabularize Results of IS Trng.										△		—	◇	
Reevaluate Pre-Service Design											△		◇	
Modify PS and IS Design											△		◇	
Revise Job Specs. for Next year											△	◇		

94

LEGEND:
— event duration
◇ scheduled completion date
△ actual completion date

6.4.9 Parent/Community Involvement

PROJECT TIME LINE



LEGEND:
- —— event duration
- ◇ scheduled completion date
- △ actual completion date

4.0 Summary and Conclusions

The standardized measuring instruments in the instructional component leave much to be desired as stated in that component. The population on which these instruments were normed is a different population than that of Project "Hacer Vida". However, they do measure what they purport to measure; therefore, these instruments may be valid and reliable, but may not be appropriate for this population. The project is making an attempt to have criterion referenced measuring instruments developed for the coming project year.

Due to the delay of the pre-service staff development, most of the teachers were gone the first few critical months of the project year. This caused a delay in the selection and ordering of materials as well as in preparing the teachers for the beginning of the project school year. This delay also caused a re-scheduling of events in the staff development component. This moved the staff development workshops up, making the last workshop the later part of March. These weekend workshops combined with all the other duties that they were responsible for, put an undue stress on the project teachers and staff.

Many revisions have been made in the areas of materials acquisition and development and staff development for the second year. The staff has benefited greatly from this first year's efforts and is looking forward to the coming year.

The parent clubs have proven to be very successful in most school; while the Advisory Committee, which is partly made up of parents from the parent clubs can still be improved.

The Executive Board of Superintendents proved to be of great value to the project staff. One function which they provided was that of making immediate decisions. At least two thirds of the members were always present when a meeting was called.

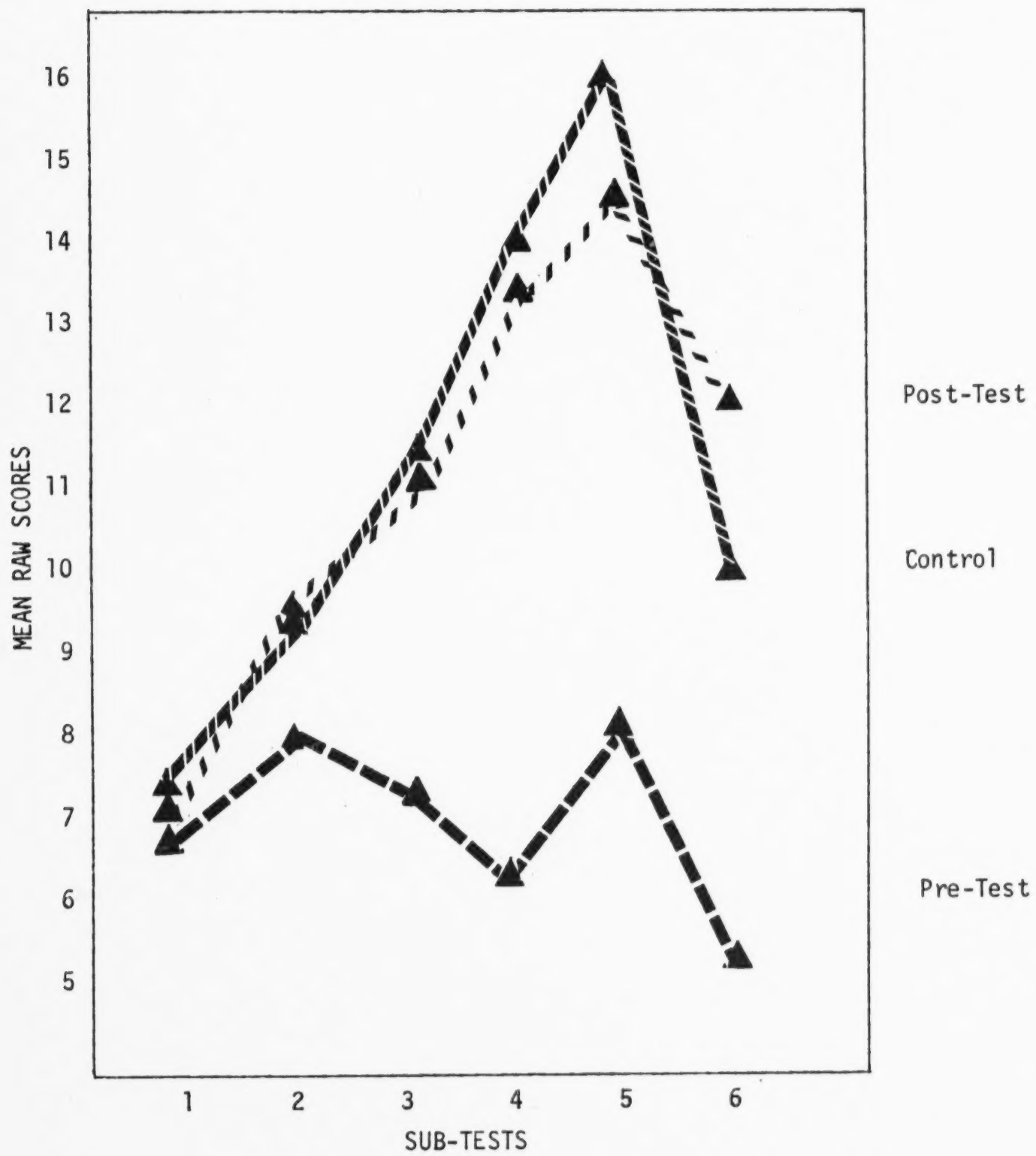
It is hoped that these three groups can be joined at some point, so that they may work with greater effectiveness for the betterment of the project.

In conclusion, the project staff and everyone involved is looking forward to a successful second year.

5.0 Appendix
Appendix A

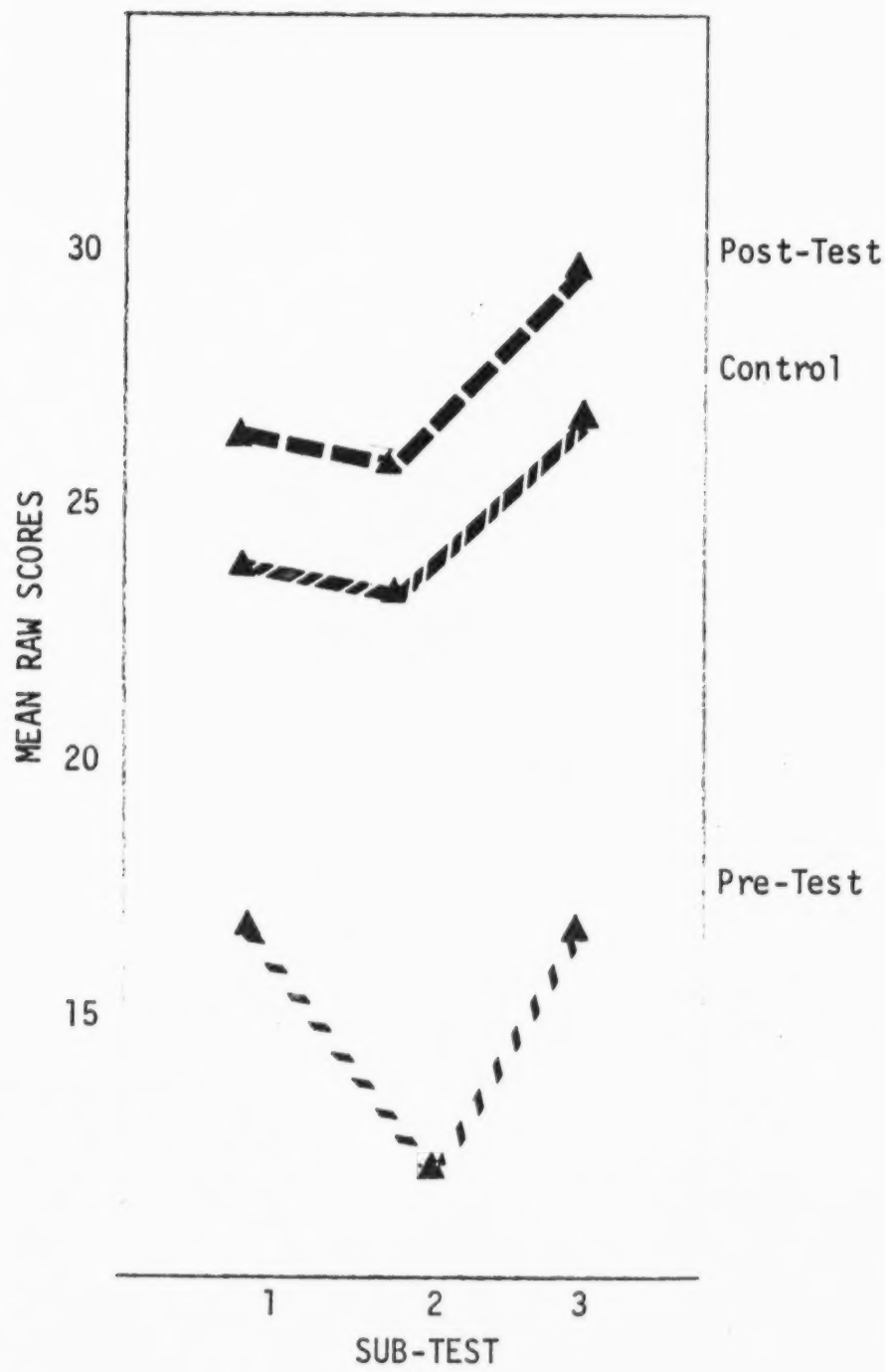
GRAPH 1

METROPOLITAN READING
READINESS TEST
Grade 1

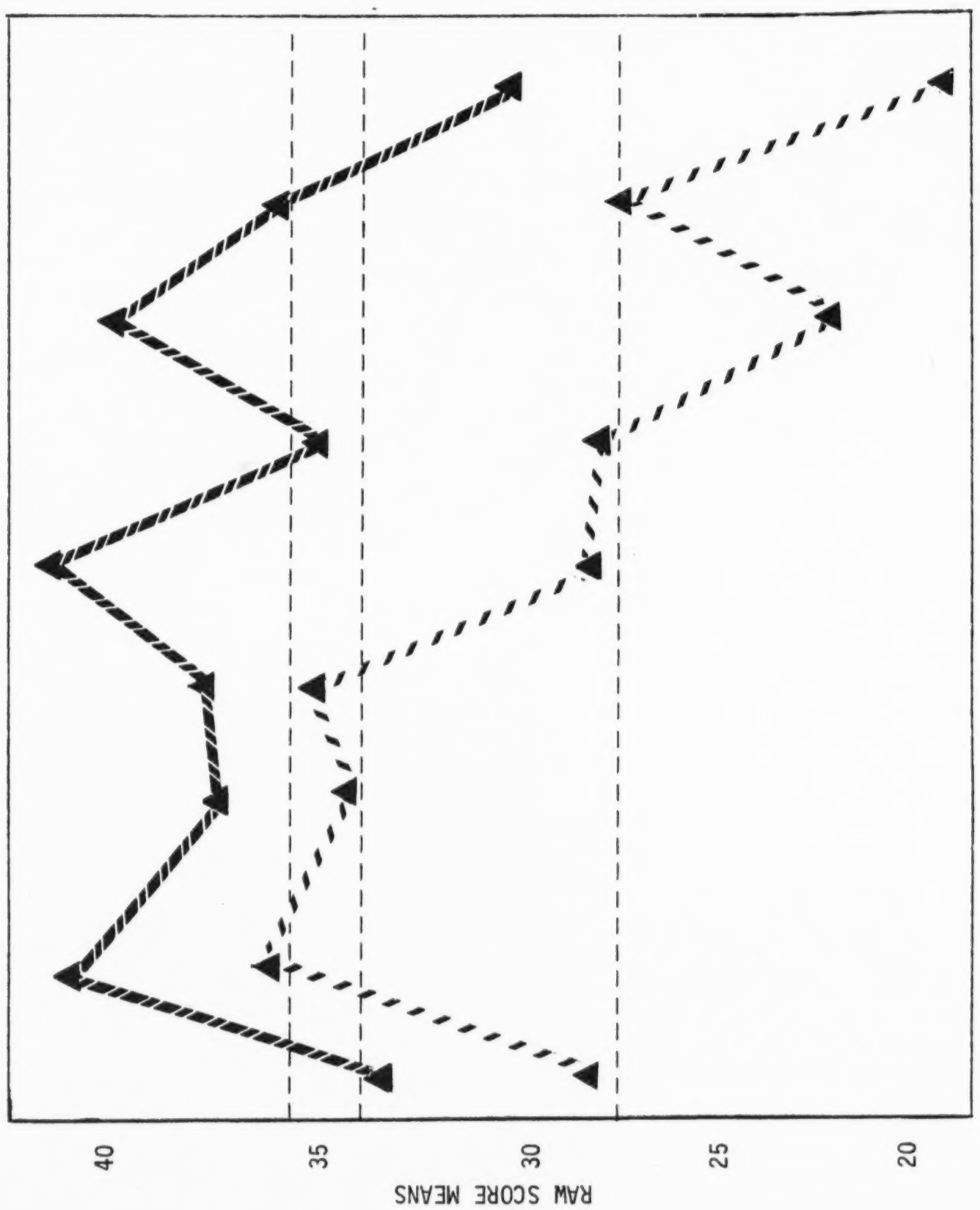


GRAPH 2

COOPERATIVE PRIMARY TEST
Grade 1

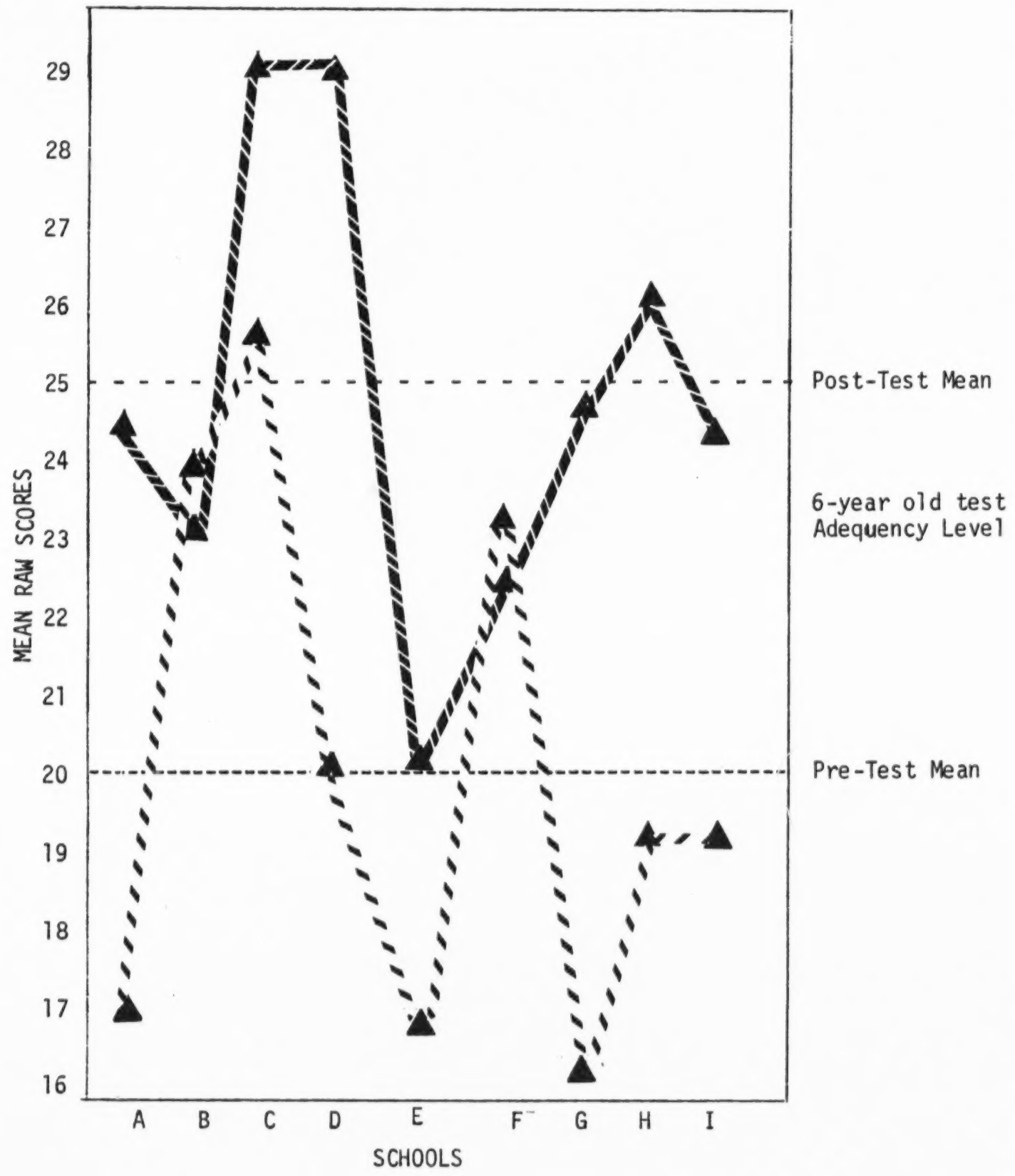


GRAPH 3
PRUEBA BOEHM
Grade 1



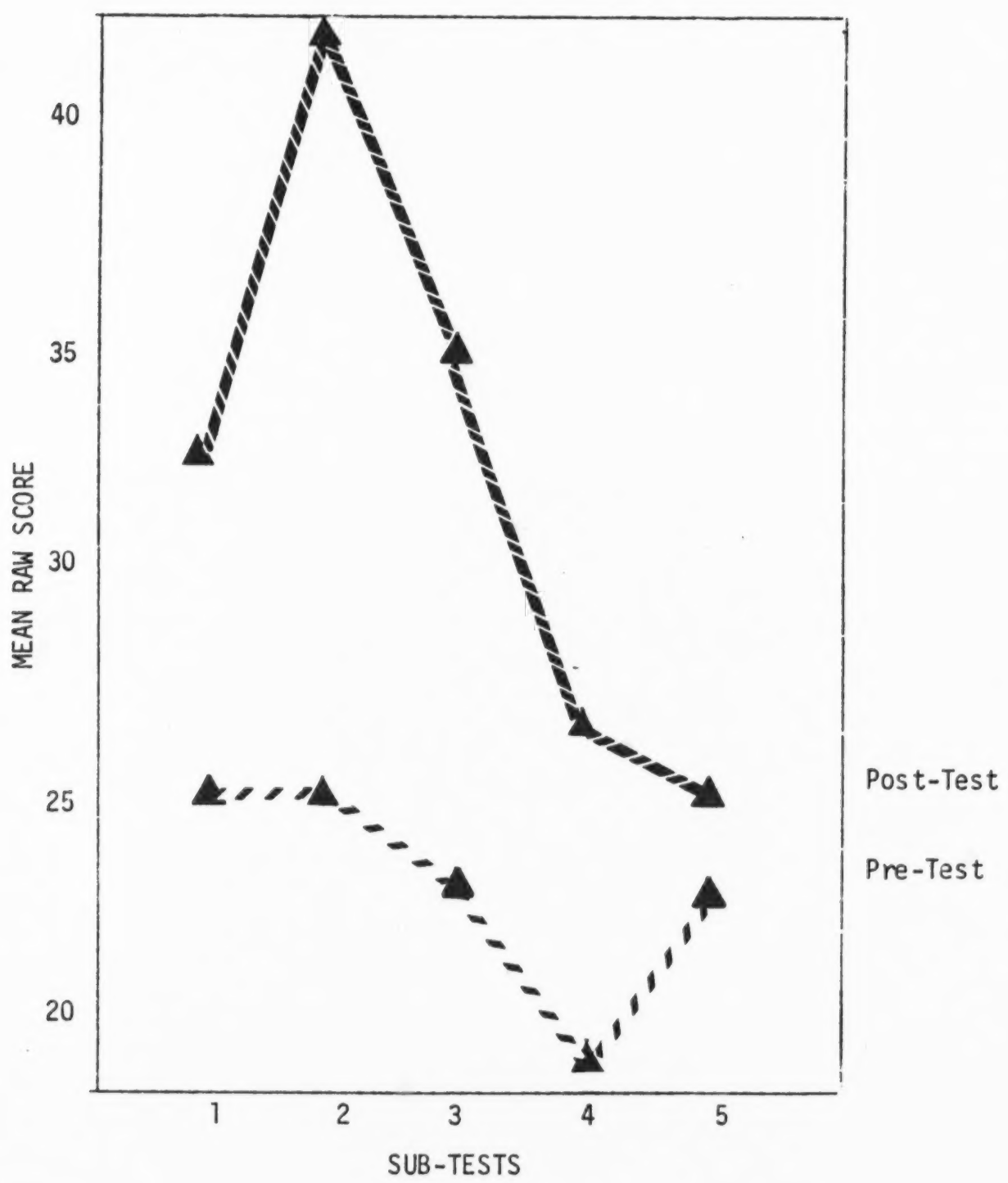
GRAPH 4

WEPMAN AUDITORY DISCRIMINATION TEST
Grade 1



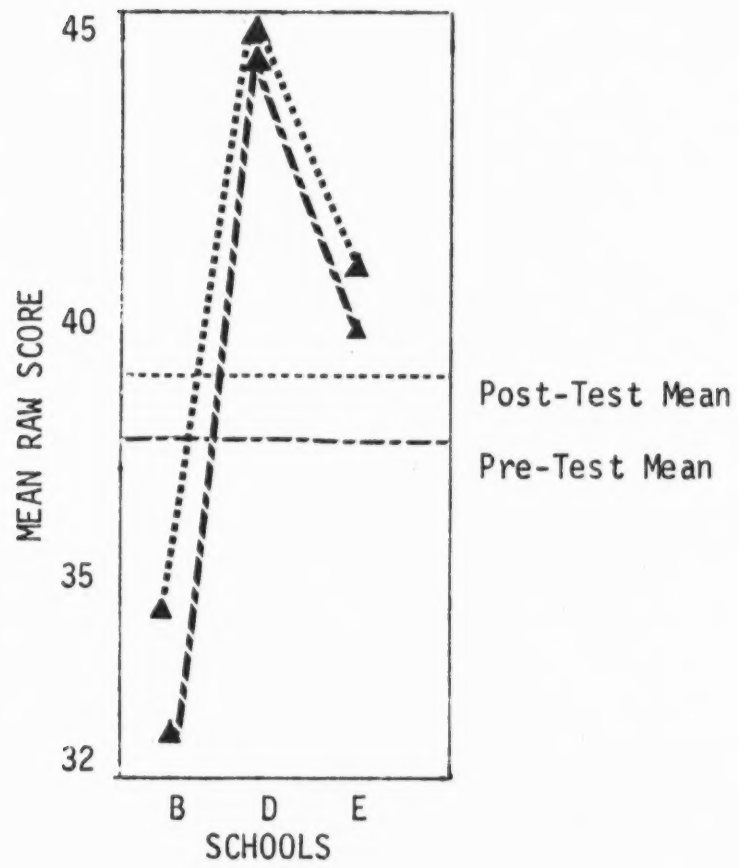
GRAPH 5

COOPERATIVE PRIMARY
Grade 2

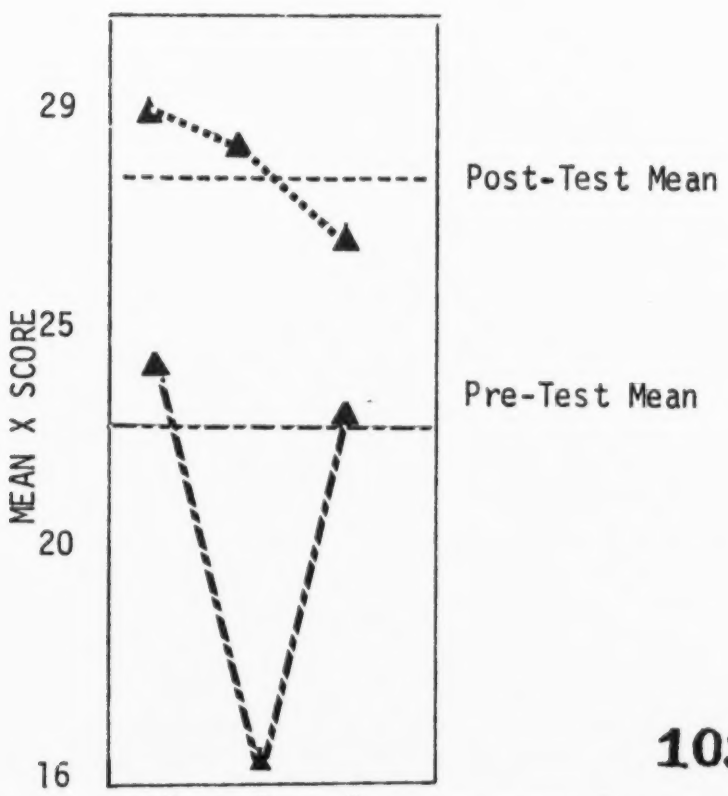


GRAPH 6

PRUEBA BOEHM
Grade 2

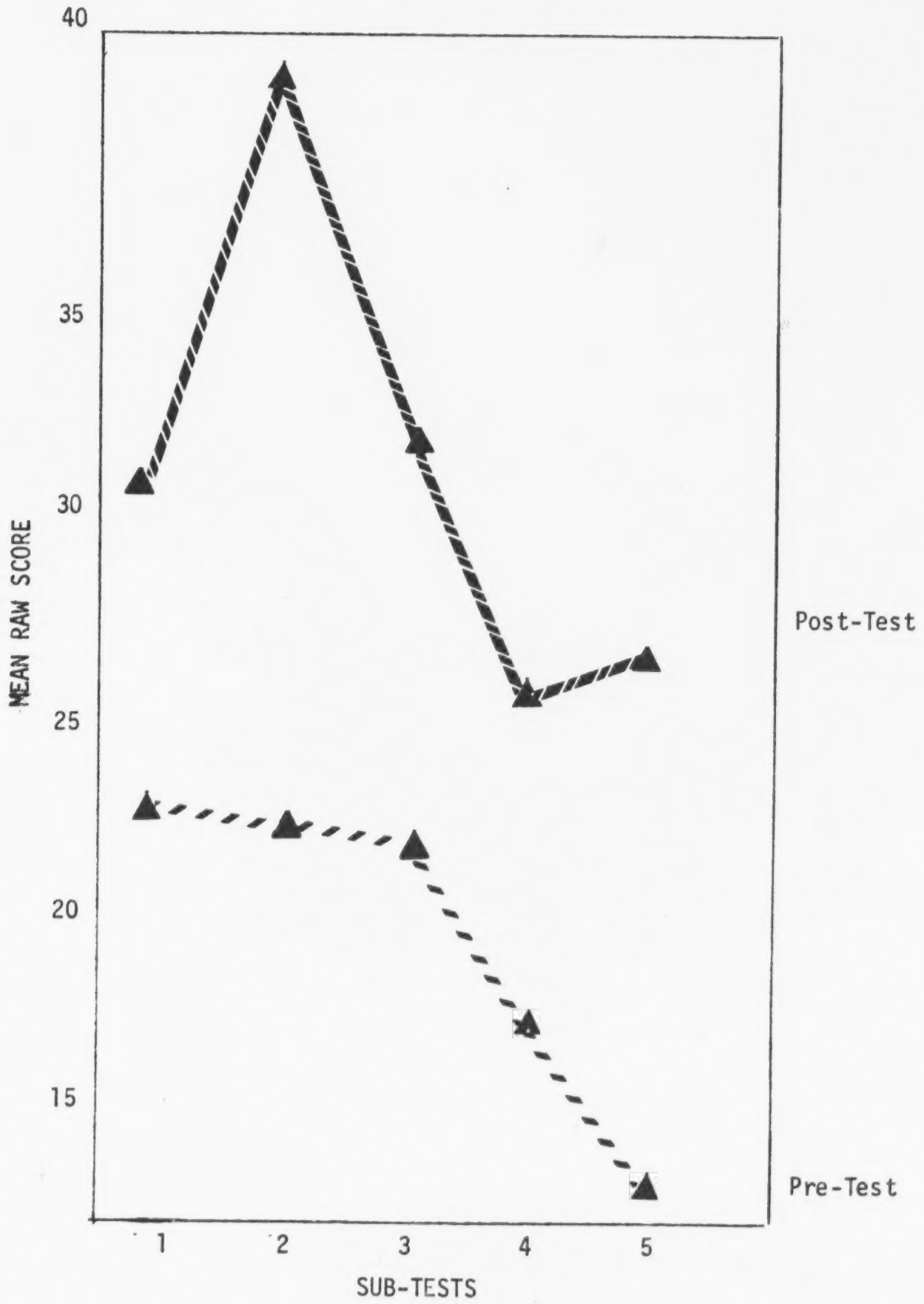


WEPMAN AUDITORY
DISCRIMINATION TEST
Grade 2

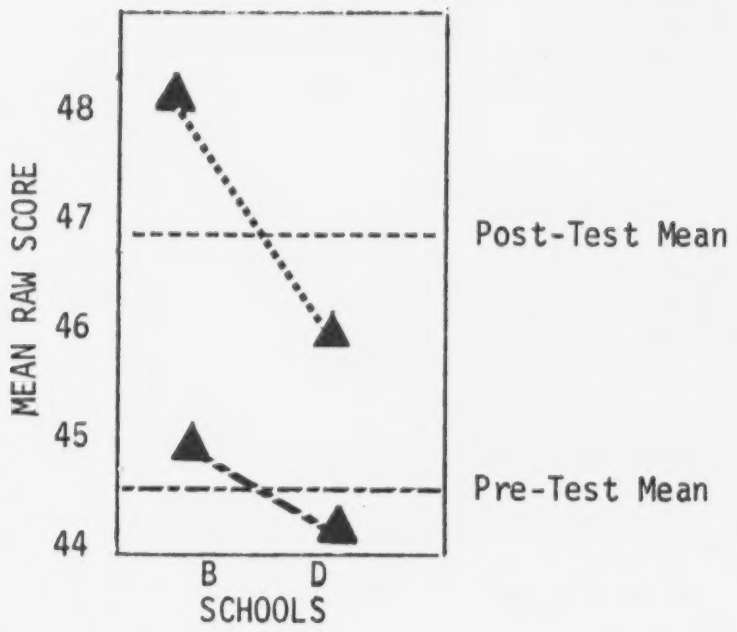


GRAPH 7

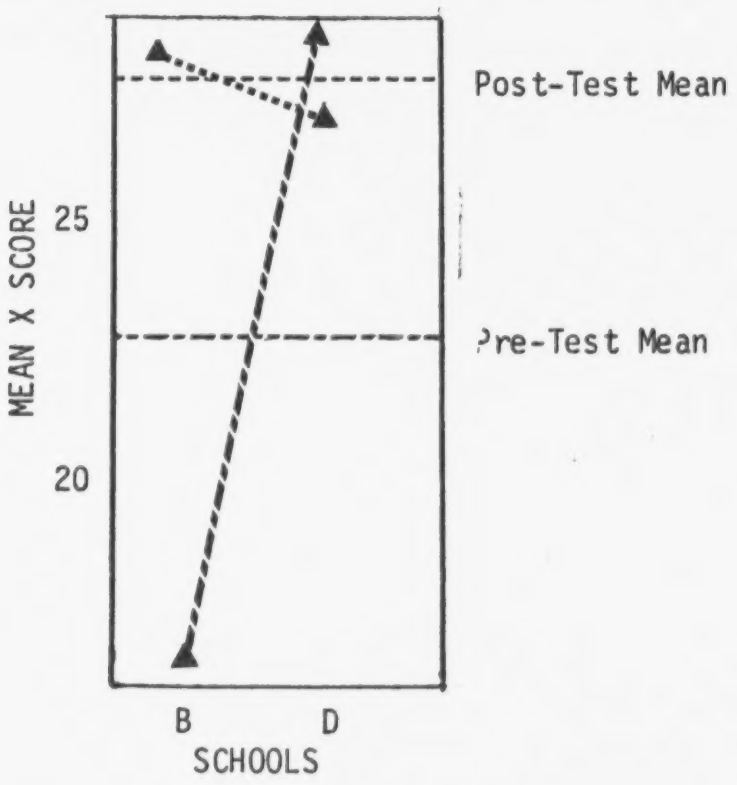
COOPERATIVE PRIMARY
Grade 3



GRAPH 8
PRUEBA BOEHM
Grade 3

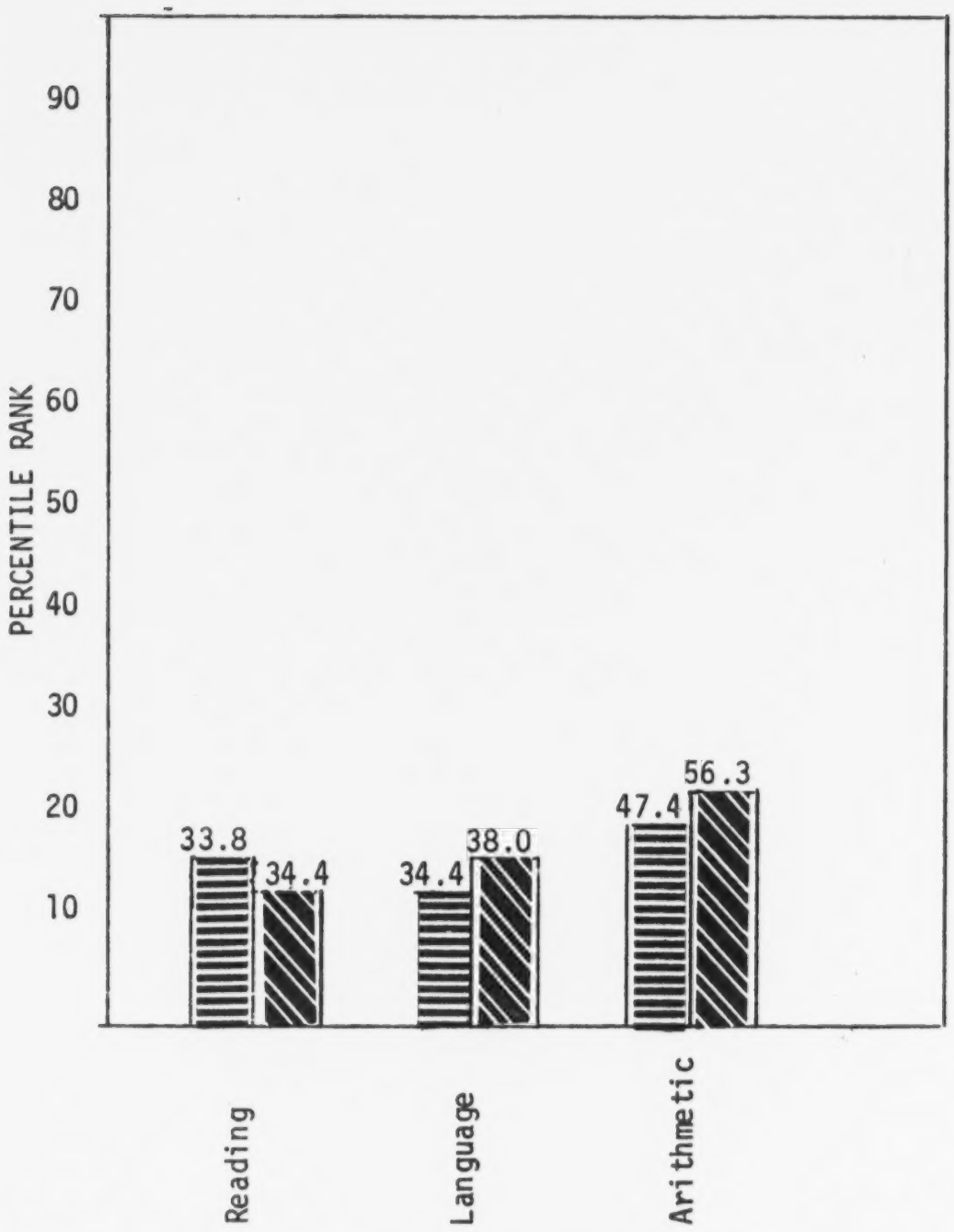


WEPMAN AUDITORY
DISCRIMINATION TEST
Grade 3



GRAPH 9

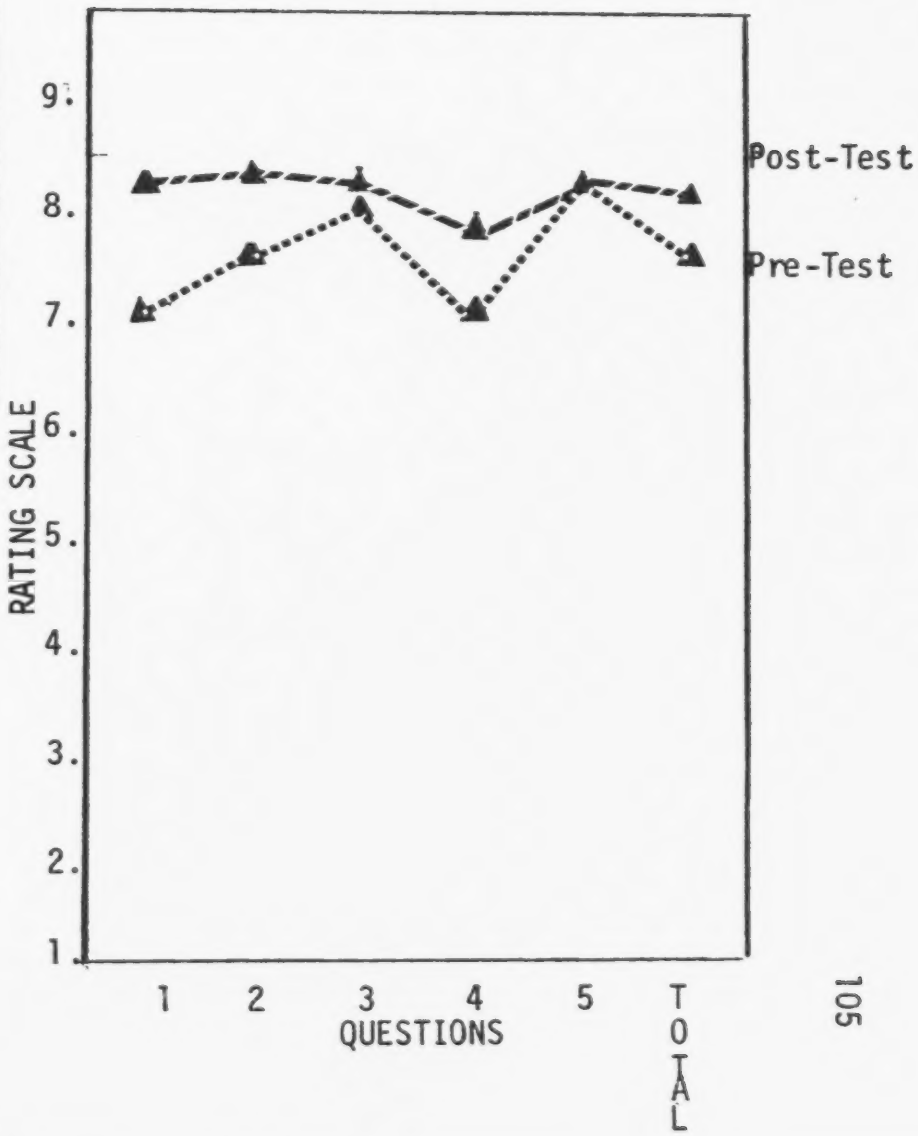
CALIFORNIA TEST OF BASIC SKILLS
C.V.H.S.-9th Grade



SUB-TEST SCORES IN PERCENTILE RANK

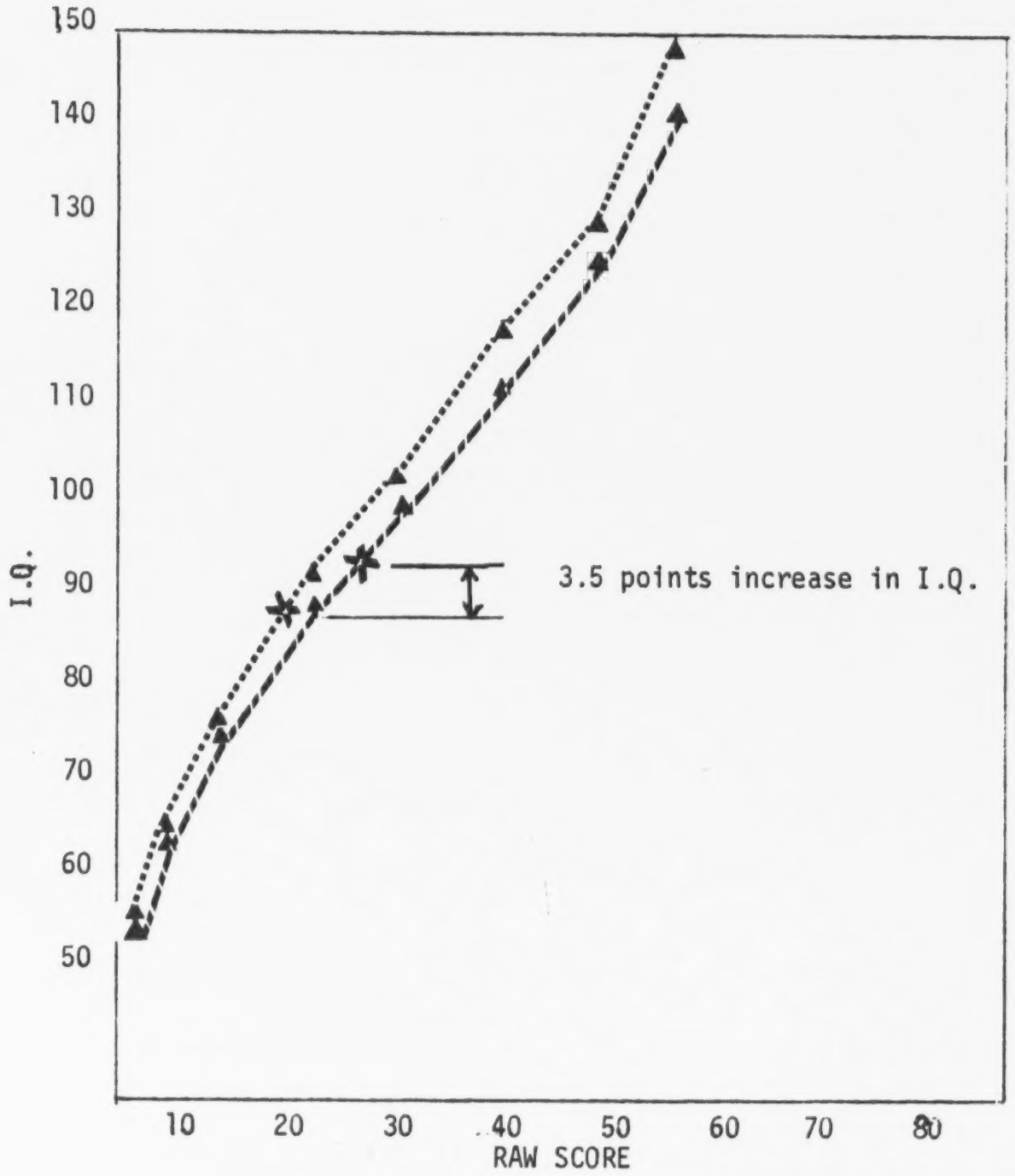
GRAPH 10
TEACHER AIDE RATING SCALE

QUESTION #	SCALE SCORE		GROWTH	PERCENTAGE		GROWTH
	PRE	POST		PRE	POST	
1	7.0	8.2		7.8	9.1	1.3
2	7.6	8.4		8.4	9.3	.9
3	8.1	8.3		9.0	9.2	.2
4	7.2	7.9		8.0	9.8	1.8
5	8.3	8.3		9.2	9.2	.0
TOTAL	38.2	41.1		42.4	46.6	4.2
MEAN SCALE SCORE	7.6	8.2				
MEAN PERCENTAGE				84.8	93.2	8.4



GRAPH 11

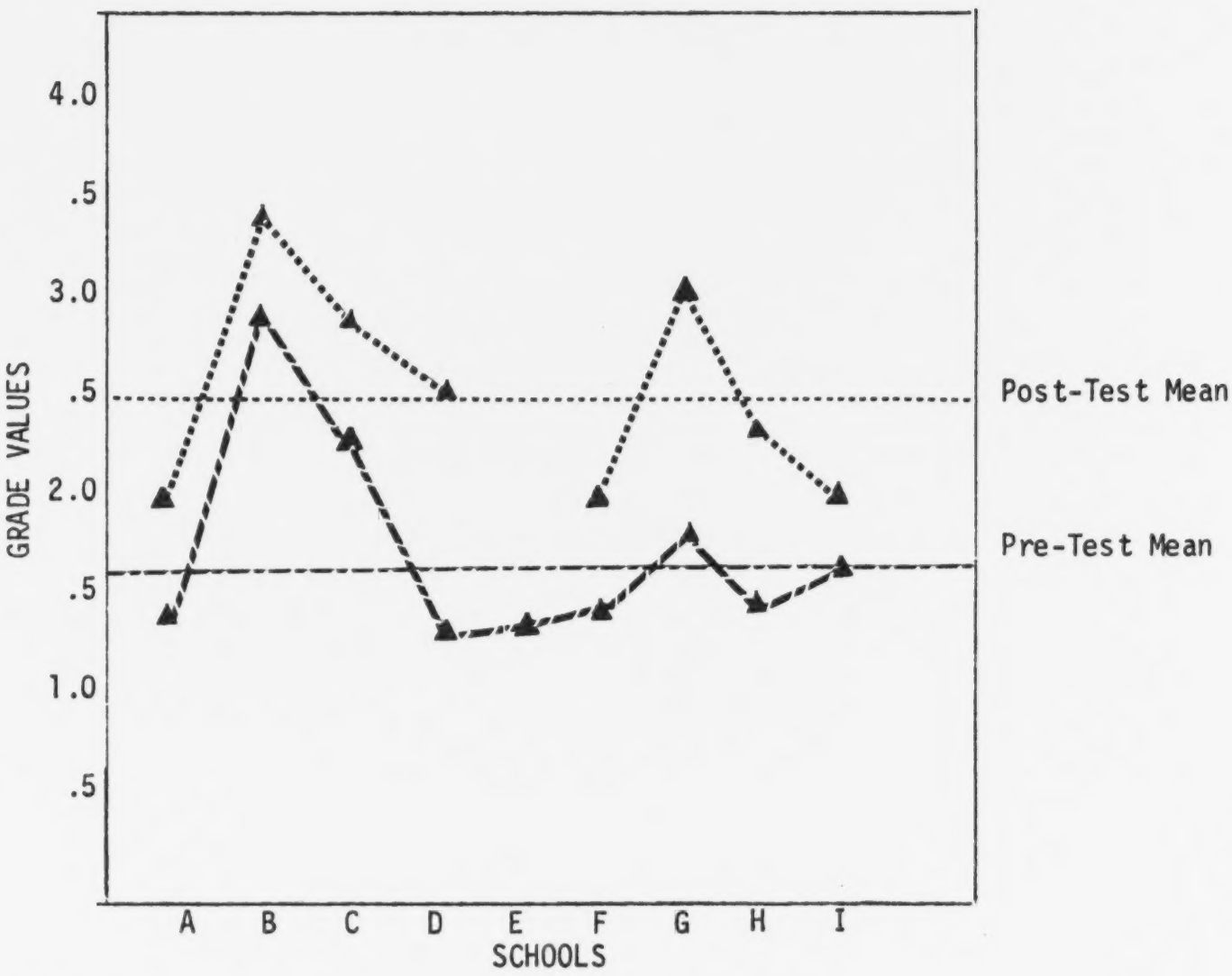
LORGE-THORNDIKE INTELLIGENCE TESTS
C.V.H.S 9th Grade



14 year old rating scale — Pre-Test Mean I.Q.
14.9 year old rating scale — Post-Test Mean I.Q.

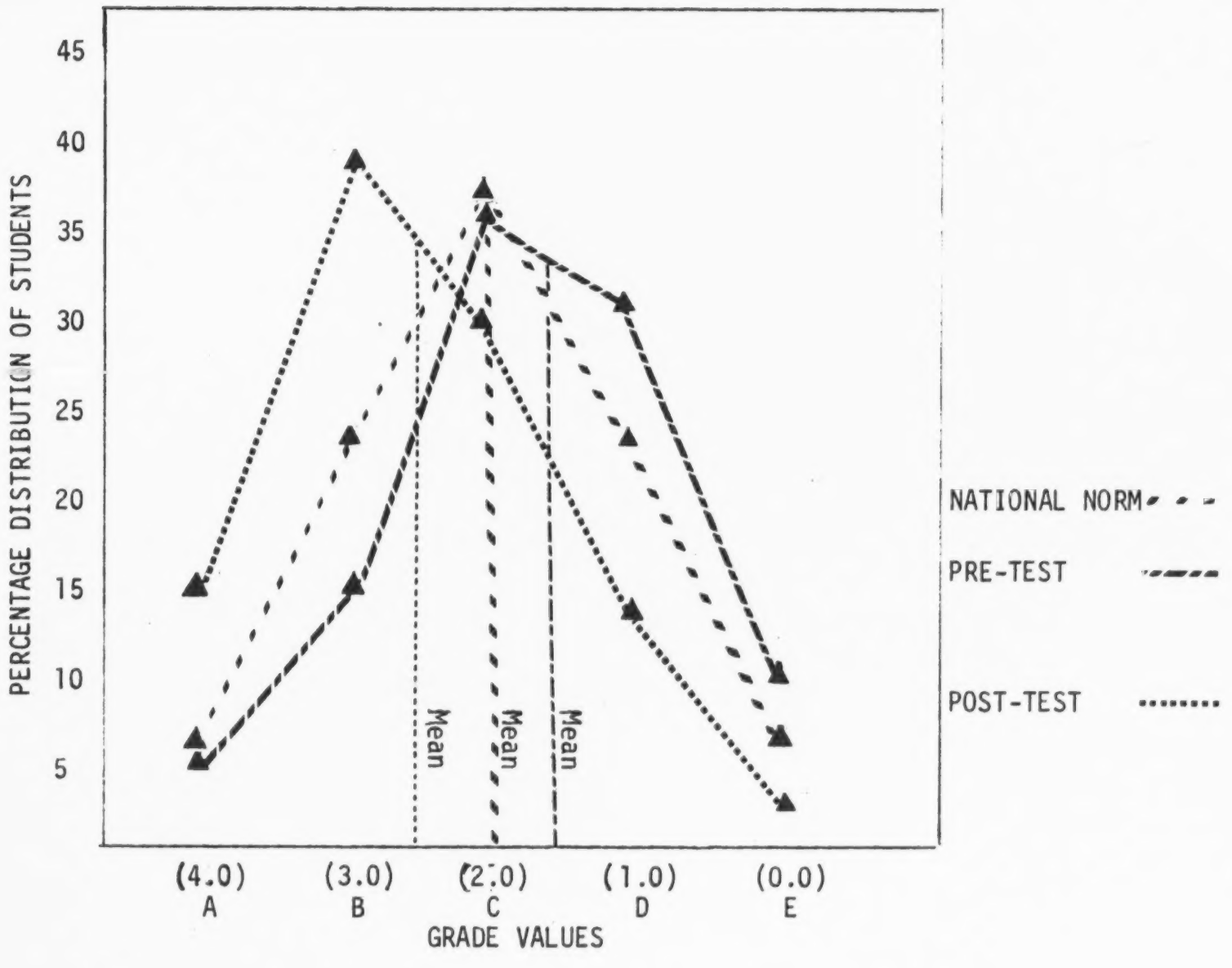
GRAPH 12

DRAW-A-MAN
Grade 1



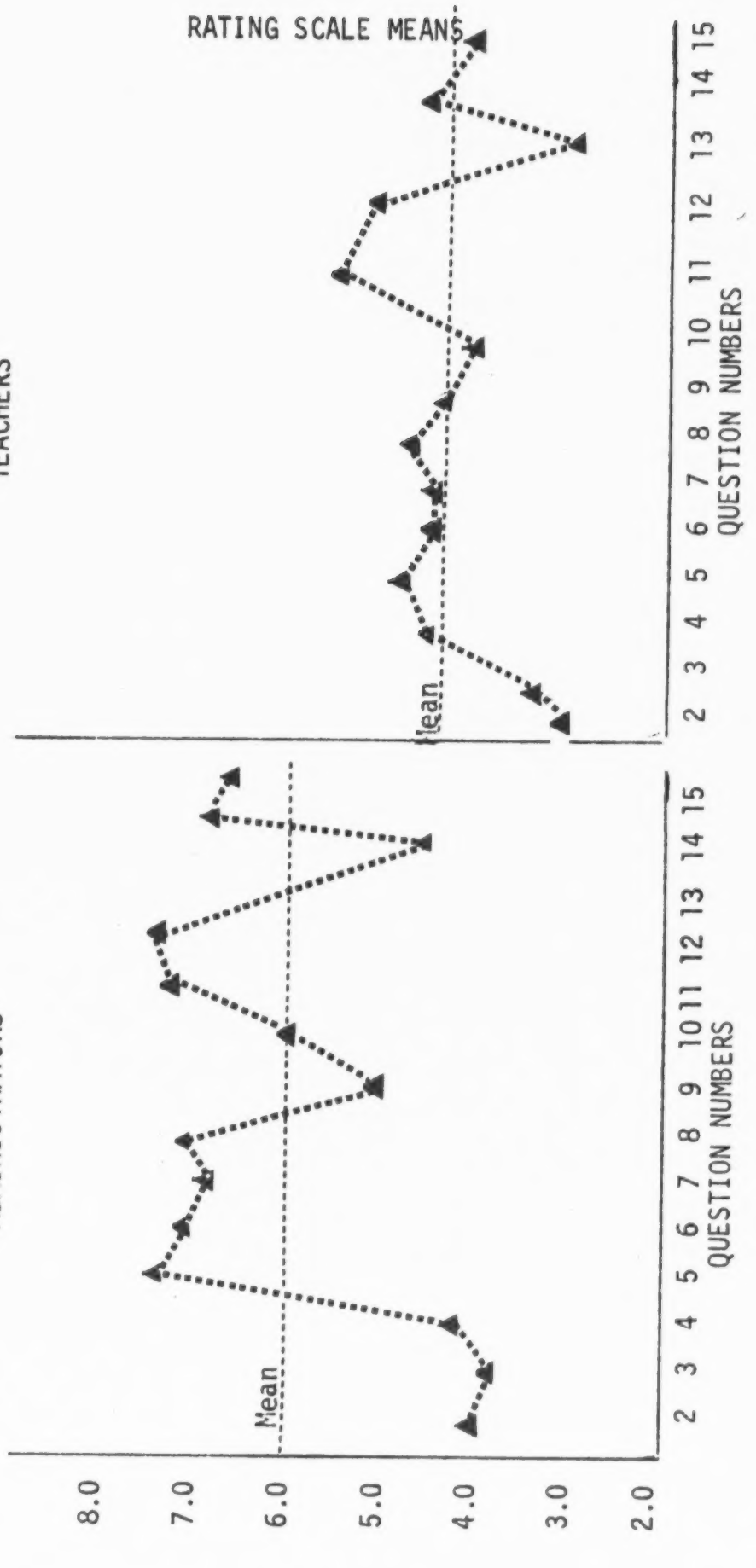
GRAPH 13

DRAW-A-MAN TEST
PERCENTAGE DISTRIBUTION BY GRADE SCORES
Grade 1



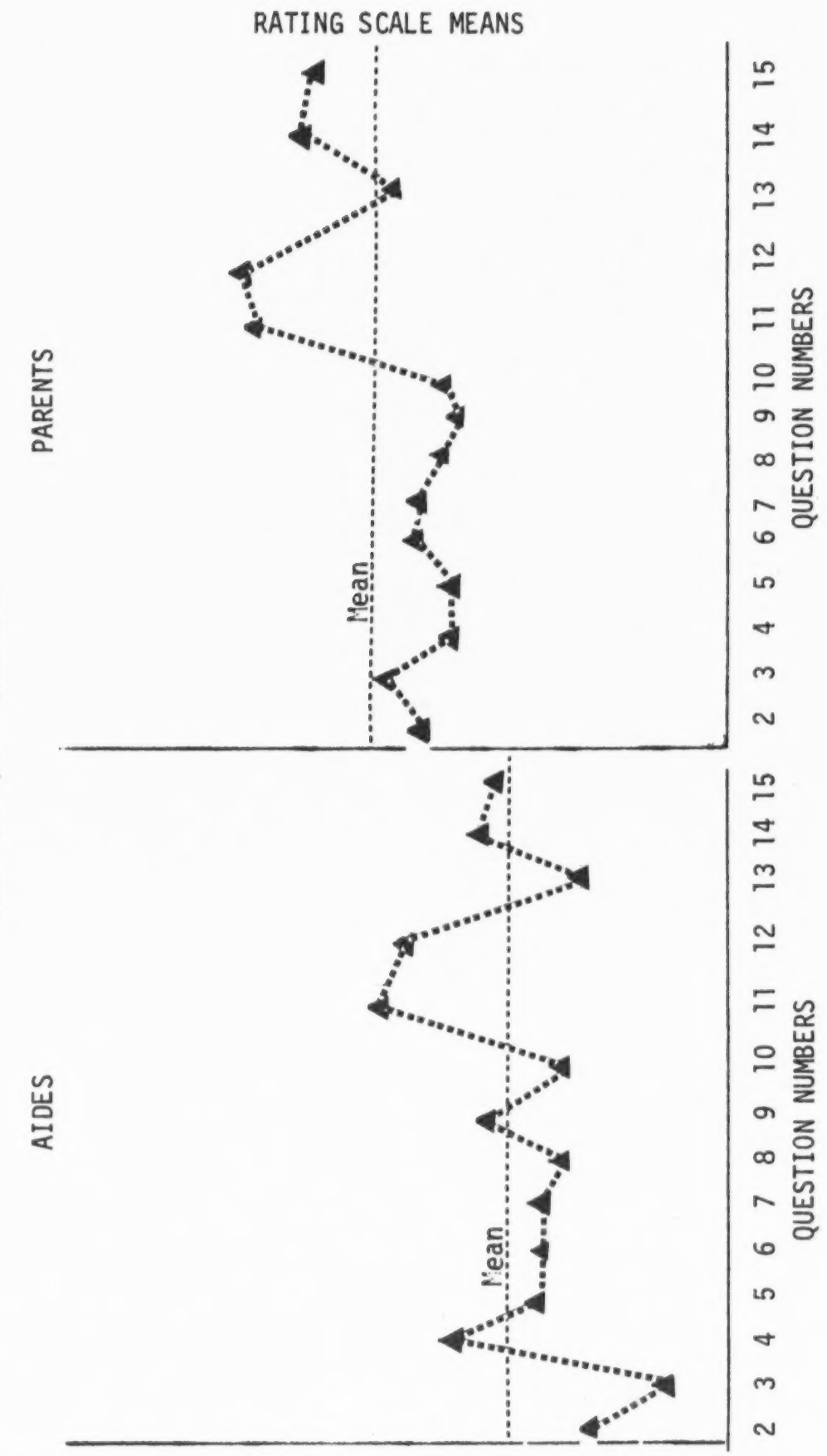
GRAPH 14

TITLE VII QUESTIONNAIRE



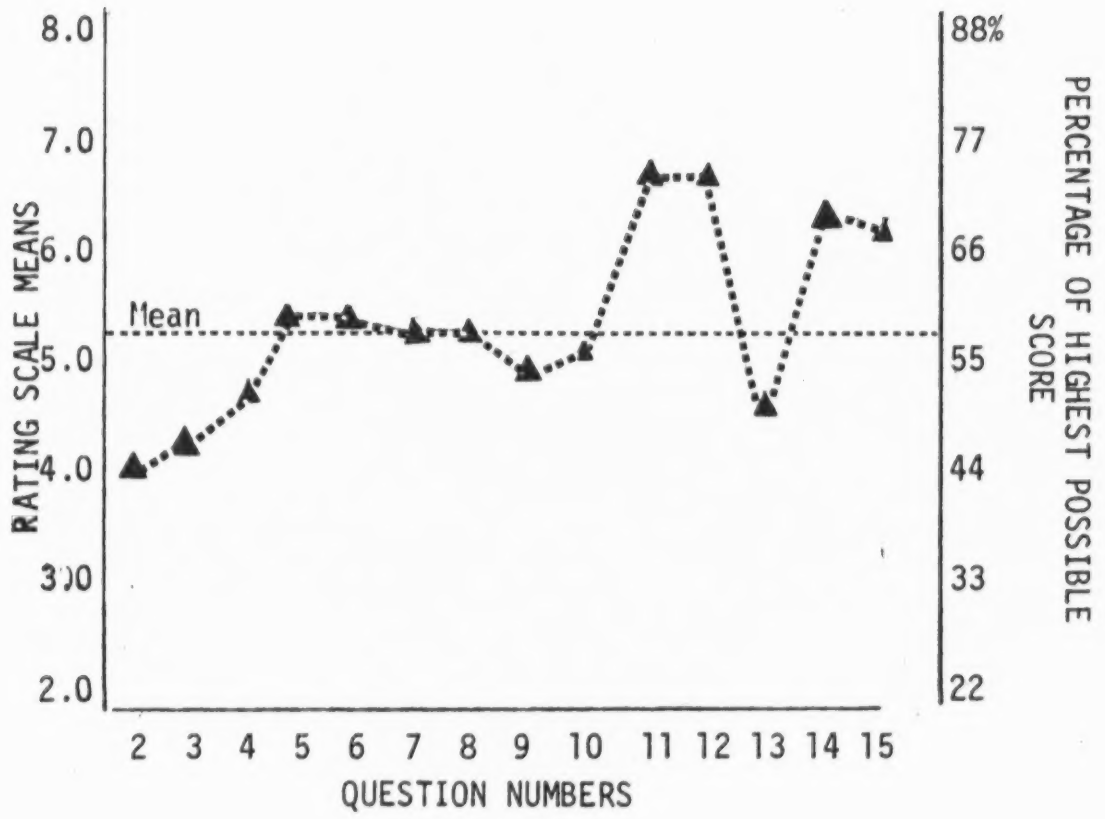
GRAPH 14

TITLE VII QUESTIONNAIRE



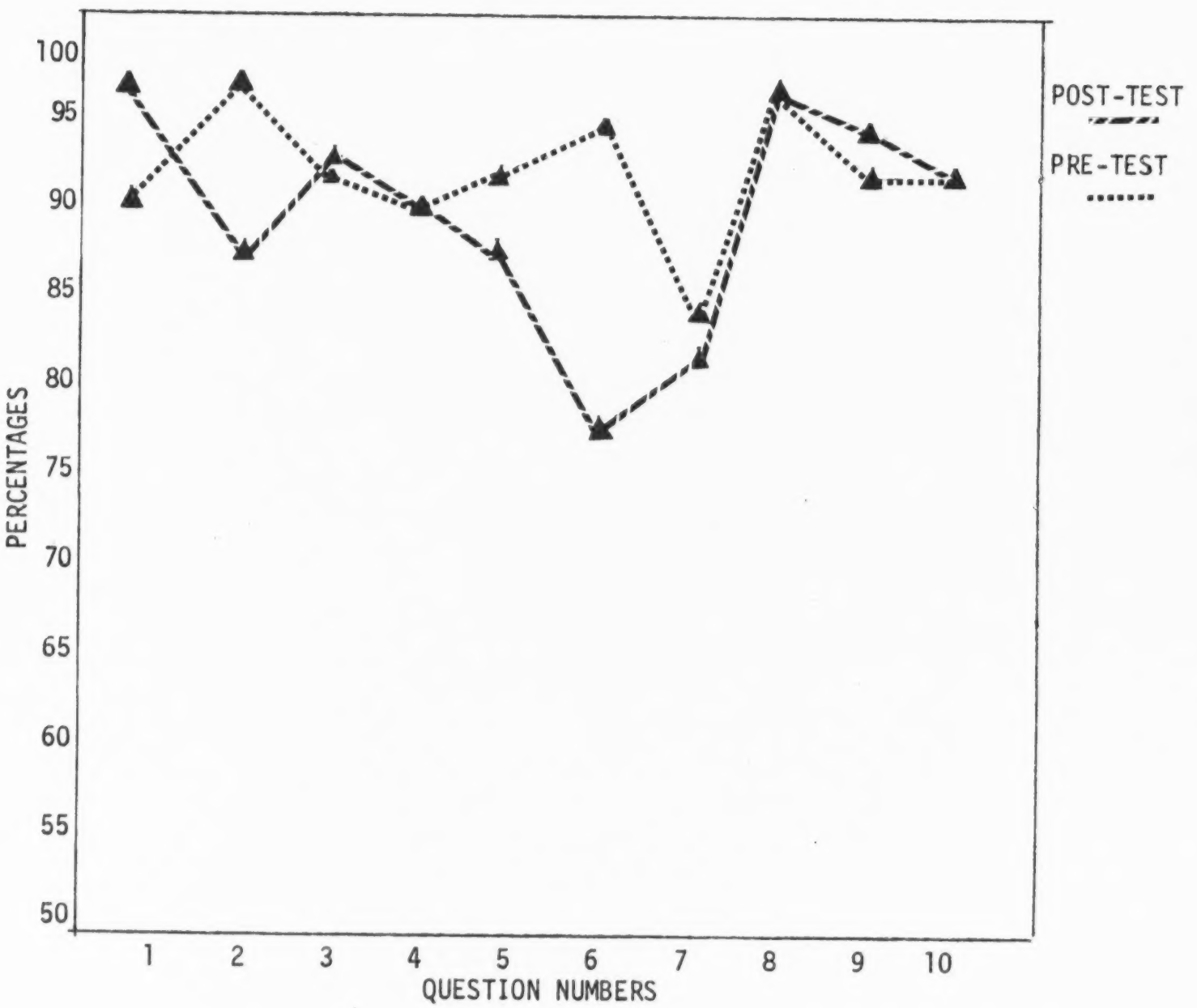
GRAPH 15

TITLE VII QUESTIONNAIRE
ALL CATEGORIES OF RESPONDENTS

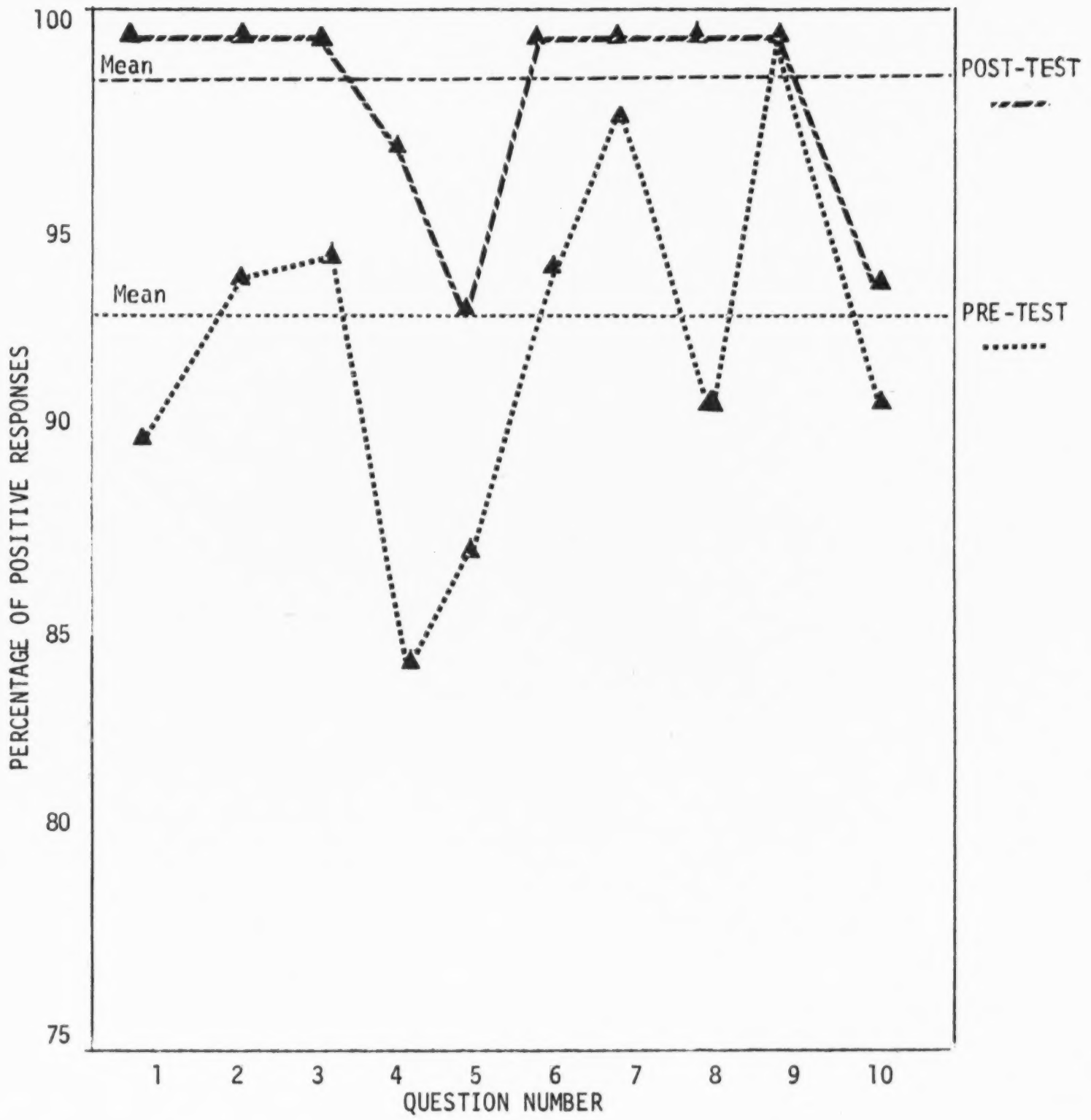


GRAPH 16

STUDENT INVERVIEW SCALE

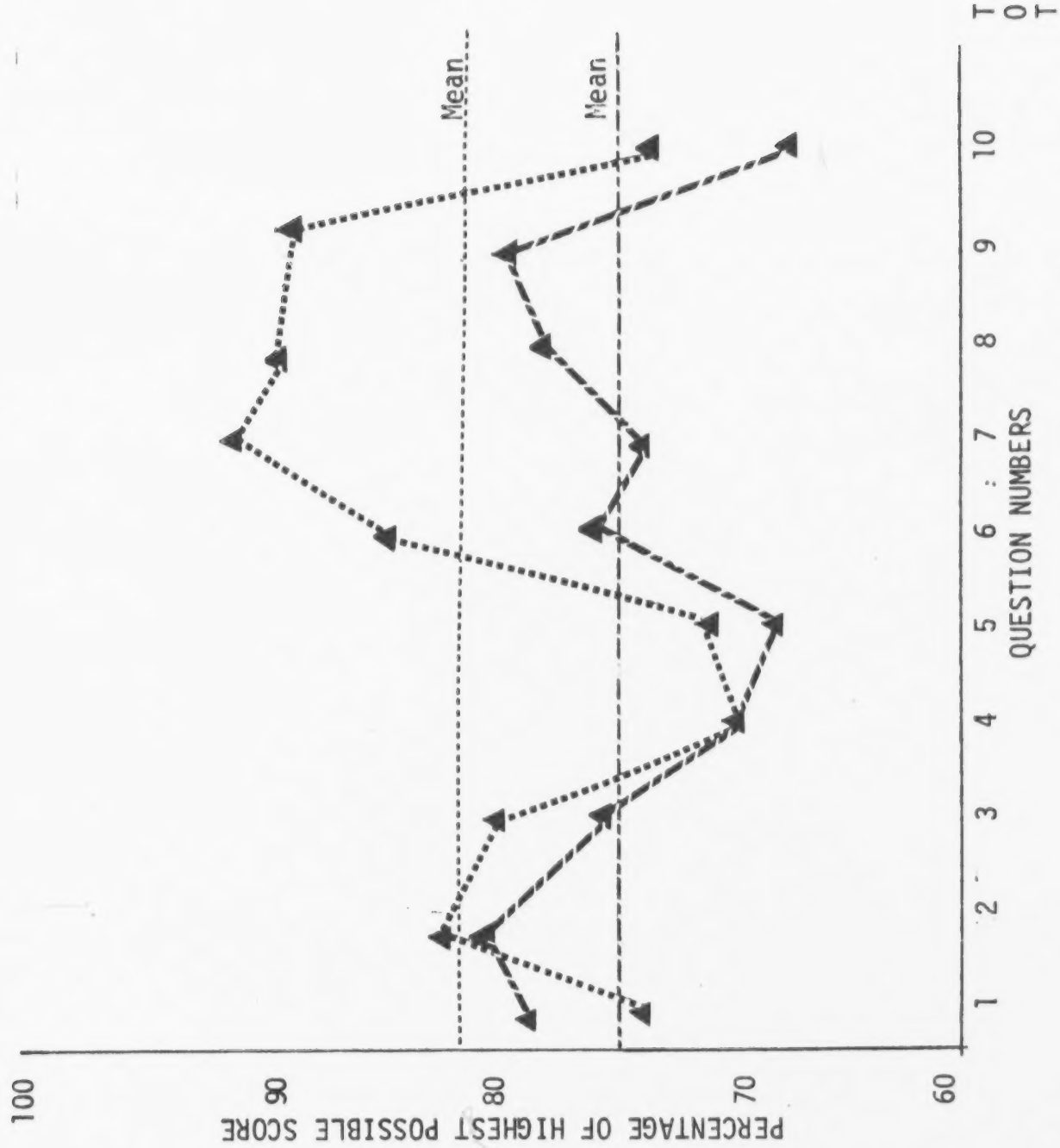


GRAPH 17
PARENT INTERVIEW SCALE



GRAPH 18

PARENT INTERVIEW SCALE



GRAPH 19

PUPIL RATING SCALE

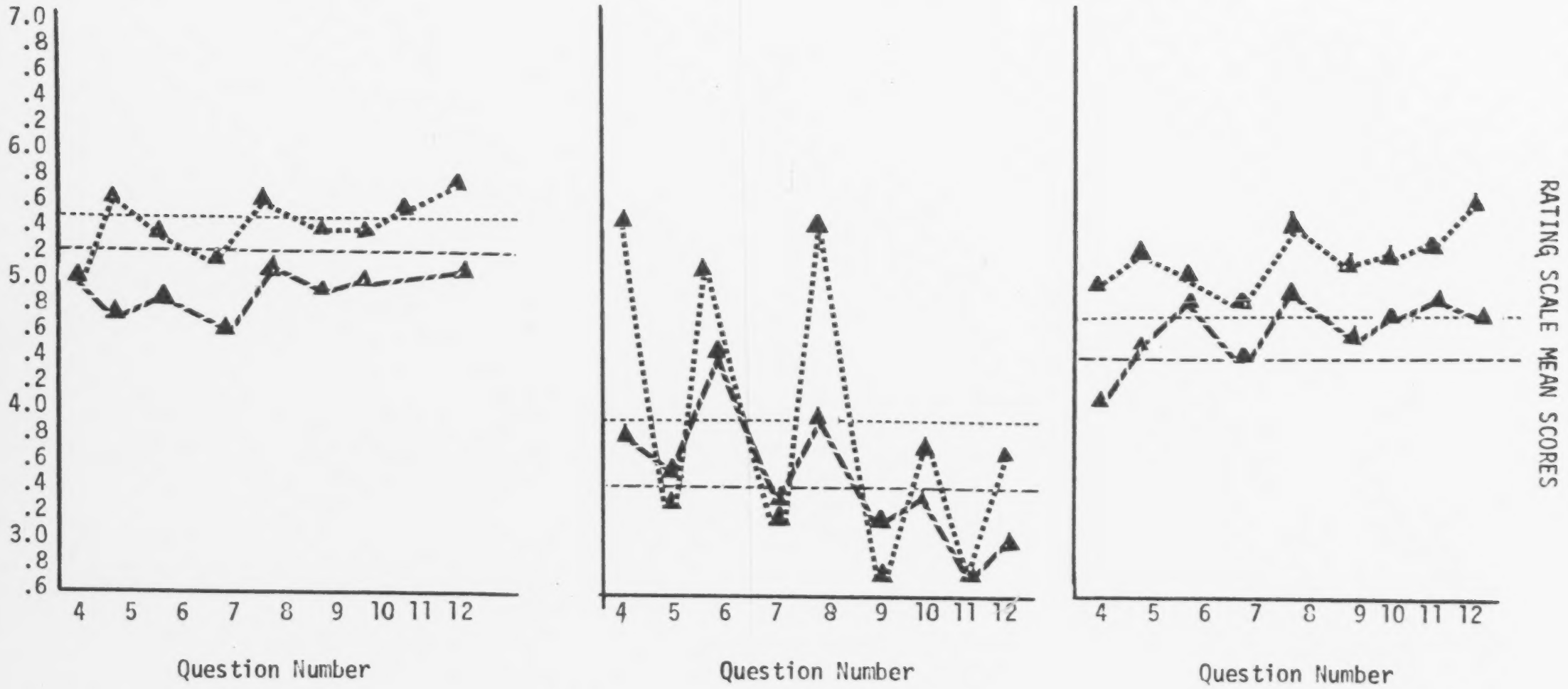


Table 1

METROPOLITAN READINESS TESTS - GRADE 1

*SUB-TESTS

SCHOOL		N	1	2	3	4	5	6	TOTAL	GROWTH
A	PRE	31	8.3	8.7	6.7	4.5	8.7	4.6	41.5	17.5
	POST	31	5.0	8.5	9.9	12.2	13.3	10.1	59.0	
B	PRE	10	10.2	10.7	10.9	13.9	16.2	8.3	70.2	7.7
	POST	12	7.4	11.2	11.9	14.6	19.5	13.3	77.9	
C	PRE	19-20	7.1	8.3	7.6	5.8	9.1	4.3	42.2	33.4
	POST	20	9.1	10.7	11.6	14.9	16.9	12.4	75.6	
D	PRE	8-10	5.0	6.0	6.2	6.8	7.2	5.6	36.8	36.0
	POST	8	8.0	10.9	12.5	14.0	15.4	12.0	72.8	
E	PRE	4	9.8	9.0	7.0	3.0	9.3	7.5	45.6	27.6
	POST	5	6.4	10.4	12.2	15.2	15.0	14.0	73.2	
F	PRE	19-20	7.1	7.4	6.1	5.5	6.0	5.0	37.1	26.7
	POST	28	6.1	8.8	11.5	12.4	13.1	11.9	63.8	
G	PRE	24	6.4	10.2	9.6	8.5	10.2	6.7	51.6	32.8
	POST	24	10.7	11.8	13.2	16.2	18.7	13.8	84.4	
H	PRE	24	6.0	8.2	6.4	7.8	7.5	8.6	44.5	28.2
	POST	25	8.4	10.7	11.3	15.2	16.1	11.0	72.7	
I	PRE	25	5.7	5.9	7.3	4.3	6.1	5.1	34.4	24.4
	POST	28	6.2	8.3	9.9	11.1	9.7	13.6	58.8	
TOTAL N	PRE		166	168	168	166	168	167	168	
	POST		181	181	181	181	181	181	181	
TOTAL MEAN	PRE		6.97	8.18	7.40	6.45	8.44	5.84	43.10	
	POST		7.36	9.82	11.28	13.62	14.79	12.19	69.07	
GROWTH			3.9	1.64	3.88	7.17	6.35	6.35	25.97	
% RANK									27	
% GAIN									79	
									52	

*Mean Raw Scores

1. Word meaning
2. Listening
3. Matching
4. Alphabet
5. Numbers
6. Copying

Table 2

METROPOLITAN READINESS TESTS GRADE 1

*SUB-TESTS

SCHOOL	N	1	2	3	4	5	6	TOTAL
A	30	6.50	8.13	12.43	15.43	14.87	13.17	70.53
B								
C								
D								
E								
F	31-32	7.75	11.16	11.56	14.06	19.34	5.50	69.38
G	16	8.00	10.06	11.25	14.88	16.50	10.13	70.81
H								
I	23-24	8.17	8.83	10.76	11.79	24.00	12.50	68.35
TOTAL N:		102	102	102	101	102	102	101
TOTAL MEAN		7.52	9.55	11.56	14.20	16.22	10.13	69.71

*Mean Raw Scores

1. Word Meaning
2. Listening
3. Matching
4. Alphabet
5. Numbers
6. Copying

Table 3

METROPOLITAN READINESS TESTS - GRADE 1

*SUB-TESTS

SCHOOL		N	1	2	3	4	5	TOTAL	GROWTH
A	PRE	24	18.0	6.2	19.3			43.5	24.1
	POST	32	23.0	20.6	24.0	(9.7)		67.6	
B	PRE	10	27.1	23.3	27.3			77.7	41.4
	POST	12	33.9	42.4	42.8	(26.0)		119.1	
D	PRE	9-10	15.6	17.3	19.2			52.1	27.4
	POST	8-9	26.5	23.6	29.4	(18.0)		79.5	
E	PRE	4	17.0	12.3	12.0			41.3	
	POST	0							
F	PRE	28	17.9	15.7	19.5			53.1	28.7
	POST	27	26.5	26.0	29.3	(17.2)		81.8	
G	PRE	24	22.5	4.8	22.4			49.7	46.7
	POST	23	31.2	31.8	33.9	(25.1)		96.4	
H	PRE	27	14.9	18.0	11.6			44.5	49.7
	POST	24-25	28.3	28.9	37.0			94.2	
I	PRE	27	15.3	10.0	11.4			36.7	27.6
	POST	29	20.7	19.9	23.7	(16.7)		64.3	
C	PRE	21	15.7	10.5	19.4			45.6	38.1
	POST	19	27.3	27.0	29.4	(22.9		83.7	
Total N	PRE		175	174	174				
	POST		174	175	175				
Total First Grade Mean			17.81	12.20	17.62				
			26.37	26.29	30.05				
GROWTH			8.6	4.1	12.4				
% RANK			.3	2	25				
			15	23	79				
GROWTH			12	21	54				

( ) = Not counted in school totals

Note: Growth is for Spring Norms at both administrations.. Use .7 mos. or 70% expectancy.

*Mean Raw Scores

1. Listening
2. Word Analysis
3. Math
4. Reading
5. Writing

Table 4

METROPOLITAN READINESS TESTS

Control Group - Grade 1

*SUB-TESTS

SCHOOL	N	1	2	3	4	5	TOTAL	GROWTH
A	30-31	23.77	25.10	27.42				
B								
C								
D								
E								
F	32	35.22	33.53	36.13				
G	16	23.75	23.13	29.13				
H								
I	20-21	25.45	21.95	26.52				
Total N		99	100	100				
Total Mean		27.57	26.82	30.29				
w/o F N Mean		67 23.91	68 23.66	68 27.54				

*MEAN RAW SCORES

1. Listening
2. Word Analysis
3. Math
4. Reading
5. Writing

Table 5

Grade 1

PRUEBA BOEHM

SCHOOL	N	TOTAL	GROWTH
A	Pre 30 Post 29	28.7 33.5	4.8
B	Pre 11 Post 12	36.8 41.7	4.9
C	Pre 22 Post 20	34.0 37.9	3.9
D	Pre 8 Post 9	36.0 38.2	2.2
E	Pre 5 Post 3	28.2 42.3	14.1
F	Pre 29 Post 27	28.0 35.5	7.5
G	Pre 26 Post 24	22.8 40.9	18.1
H	Pre 27 Post 23	27.4 36.4	9.0
I	Pre 29 Post 27	18.8 30.7	11.9
Total N	Pre Post	187.0 174.0	
Mean		27.5 36.2	
Percentile Rank Growth		20 30 10	

Total: Mean Raw Scores Growth: Mean Raw Scores

Table 6

Grade 1

WEPMAN AUDITORY DISCRIMINATION TEST

SCHOOL	N	X	GROWTH
A	Pre 29 Post 30	17.2	7.4
B	Pre 11 Post 11	24.2 23.3	-.9
C	Pre 20 Post 17	25.8 29.4	3.6
D	Pre 9 Post 9	20.2 29.4	9.2
E	Pre 6 Post 5	16.8 20.4	3.6
F	Pre 28 Post 29	23.4 22.6	-.8
G	Pre 23 Post 23	16.3 24.8	8.5
H	Pre 26 Post 25	19.5 26.4	6.9
I	Pre 26 Post 29	19.5 24.5	5.0
Total N	Pre Post	178.0 178.0	
Total Mean	Pre Post	20.3 25.0	
Growth		4.8	

X = Mean correct x scores

Table 7

COOPERATIVE PRIMARY TESTS - GRADE 2

*SUB-TESTS

SCHOOL		N	1	2	3	4	5	TOTAL	GROWTH
A	PRE POST								
B	PRE POST	12 13	26.3 32.8	27.5 47.4	18.7 34.9	20.3 29.1	23.4 37.2	116.2 181.4	65.2
D	PRE POST	6 3	22.0 29.7	26.0 41.0	22.5 25.0	20.3 27.3	24.3 30.7	115.3 153.7	38.6
E	PRE POST	9-12 6-11	23.3 56.5	19.8 30.2	24.3 32.6	14.1 19.8	18.0 11.7	99.5 150.8	51.3
F									
G									
H									
I									
TOTAL N	PRE POST	25-28 20-25							
TOTAL MEAN	PRE POST		25.9 33.4	25.8 42.8	23.2 35.5	19.7 27.1	23.6 25.8	127.0 165.0	
GROWTH			7.5	17.0	12.3	7.4	2.2	38.0	
% RANK	PRE POST		9 53	9 31	5 66	16 52	16	39.0 43.6	
GROWTH			44	22	61	36		4.6	

*MEAN RAW SCORES

1. Listening
2. Word Analysis
3. Math
4. Reading
5. Writing

Table 8

Grade 2

PRUEBA BOEHM

SCHOOL	N	MEAN SCORE	MEAN GROWTH	
B	Pre 13 Post 14	32.7 34.7	2.0	
D	Pre 6 Post 5	45.0 45.8	.8	
E	Pre 10 Post 10	41.3 42.4	1.1	
Total N	Pre 29 Post 29			
Total Mean	Pre Post	38.2 39.3		
% Rank	Pre Post			25 15
Growth			-10	

Mean Score: Mean Raw Score

Table 8A

Grade 2

WEPMAN AUDITORY DISCRIMINATION

SCHOOL	N	X	GROWTH
B	Pre 13 Post 10	24.8 29.1	4.3
D	Pre 6 Post 5	16.5 29.0	12.5
E	Pre 9 Post 13	22.7 26.5	12.9
"X" score: Mean correct "X scores			
Total N	Pre 28 Post 28		
Total Mean		22.4 27.9	
GROWTH			5.5

Note: 36 "X" or above is at age norm

25 "X" or below may be invalid

Table 9

COOPERATIVE PRIMARY TESTS - GRADE 3

*SUB-TESTS

SCHOOL		N	1	2	3	4	5	TOTAL	GROWTH
A	PRE								
	POST								
B	PRE	6	17.8	26.8	23.7	20.3	22.0	110.6	5.8
	POST	7	31.3	42.4	37.3	26.7	28.7	116.4	
D	PRE	5	28.6	17.4	20.0	14.6	3.6	84.2	60.5
	POST	9	30.8	36.3	28.0	24.9	24.7	144.7	
E									
F									
G									
H									
I									
TOTAL M	PRE	11							
	POST	16							
TOTAL MEAN	PRE		22.7	22.5	22.0	17.7	13.6	98.6	
	POST		31.0	39.0	32.1	25.7	26.4	154.2	
MEAN GROWTH	PRE		8.3	16.5	10.1	8.0	12.8	55.6	
	POST								
% RANK			10	3	8	8	0	5.8	
			16	8	21	20	5	14.0	
GROWTH			6	5	13	12	5	8.2	

*MEAN RAW SCORES

1. Listening
2. Word analysis
3. Math
4. Reading
5. Writing

Table 10

Grade 3

PRUEBA BOEHM

SCHOOL	N	MEAN SCORE	GROWTH
B	Pre 8 Post 5	45.0 48.2	3.2
D	Pre 8 Post 8	44.1 46.0	1.9
Total N	Pre 16 Post 13		
Total Mean	Pre Post	44.6 46.9	
Growth			2.

Mean Score: Mean Raw Score

Table 10A

Grade 3

WEPMAN AUDITORY DISCRIMINATION TEST

SCHOOL	N	X	GROWTH
B	Pre 8 Post 6	17.6 28.1	10.5
D	Pre 9 Post 9	28.7 27.7	-1.0
Total N	Pre 17 Post 15		
Total Mean	Pre Post	23.5 27.9	
Growth			4.4

"X": Mean correct "X" responses

Note: 37 or above is at age norm
25 or below may be invalid

TABLE 11

CALIFORNIA TEST OF BASIC SKILLS: C.V.H.S. 9th GRADE

TYPE OF SCORE	N	SUB-TESTS						
		1	2	3	4	5	6	7
RAW-PRE	20	315	360	675	227	217	234	688
POST	18-20	265	355	620	262	251	246	759
MEAN-PRE	20	15.8	18.0	33.8	11.4	T0.9	11.7	34.4
POST	18-20	14.7	19.7	34.4	13.1	12.6	12.3	38.0
GROWTH		- 1.1	1.7	.6	1.7	1.7	.6	3.6
% RANK-PRE	20	16	13	14	17	13	13	12
POST	18-20	10	13	11	19	17	13	13
GROWTH		- 6	0	- 3	+ 2	- 4	0	+ 1

	N	8	9	10	11
RAW-PRE	20	523	264	160	947
POST	18-20	608	277	184	1069
MEAN-PRE	20	26.2	13.2	8.0	47.4
POST	18-20	32.0	14.6	9.7	56.3
GROWTH		5.8	1.4	1.7	8.9
% RANK-PRE	20	27	17	17	20
POST	18-20	34	17	20	24
GROWTH	0	+ 7	0	+ 3	+ 4

SUB-TEST-NAMES

1. Vocabulary
2. Comprehension
3. Total Reading
4. Mechanics
5. Expression
6. Spelling
7. Total Language
8. Computation
9. Concepts
10. Aplication
11. Total Arithmetic

Table 12

PRUEBAS COOPERATIVAS AMERICANAS

C.V.H.S. 9th Grade

Type of Score	N	SUB-TESTS		
		1	2	3
Raw-Pre	16	32.2	40.0	72.2
Post	16	36.1	40.4	76.5
Growth		3.9	.4	4.3
Mean- Pre	16	20.1	25.0	45.1
Post	16	22.6	25.3	47.8
Growth		2.5	.3	2.7

SUB-TESTS NAMES

1. Vocabulary
2. Expression
3. Total

TABLE 13
LORGE-THORNDIKE INTELLIGENCE TEST
C.V.H.S. 9th GRADE

TYPE OF SCORE	N	SUB-TESTS 1	2	3	TOTAL
RAW-PRE	18				32.6
POST	20				47.0
GROWTH					14.4
MEAN-PRE	18	5.9	5.1	7.2	18.1
POST	20	6.9	6.2	9.1	23.5
GROWTH		1.0	1.1	1.9	5.4
% RANK-PRE	18				
POST	20				
GROWTH					

I.Q.	Pre	89.0
	Post	92.5
	Growth	3.5

SUB-TEST NAMES

1. Sub-Test #1
2. Sub-Test #2
3. Sub-Test #3

TABLE 14
DRAW-A-MAN
Grade 1

SCHOOL		N	SCORE
A	PRE	31	1.45
	POST	31	2.13
B	PRE	10	3.00
	POST	13	3.54
C	PRE	21	2.33
	POST	20	3.00
D	PRE	10	1.40
	POST	10	2.60
E	PRE	5	1.40
	POST	0	
F	PRE	26	1.50
	POST	29	2.07
G	PRE	30	1.83
	POST	28	3.18
H	PRE	24	1.50
	POST	24	2.38
I	PRE	30	1.70
	POST	30	2.03

TOTAL N	PRE	1.87
	POST	1.85
TOTAL MEANS	PRE	1.74
	POST	2.51
GROWTH		.77

SCORE: The original scores were reported as grades (A,B,C,D,E) and converted according to the following values:

A = 4
B = 3
C = 2
D = 1
E = 0

Mean scores distribute themselves on a rational number line as follows:

TABLE 15
DRAW-A-MAN TEST
Grade 1

NATIONAL NORMS		PRE TEST	POST TEST
A	7%	6%	15%
B	24%	15%	38%
C	38%	37%	30%
D	24%	31%	14%
E	7%	11%	3%

NATIONAL MEAN	C = 2.0
PRE-TEST MEAN	C/D = 1.74
POST-TEST MEAN	B/C = 2.51

Student distributions by grades scored
for national average, pre-test and post-test children
in the first grade

Table 16

TITLE VII QUESTIONNAIRE - PARENTS

	RATING SCALE							
Question #	1	2	3	4	5	6	Total Raw Score	Mean
2				4	3	10	91	5.4
3					3	14	99	5.8
4			1		1	14	92	5.8
5			1	2	3	10	92	5.4
6					7	11	101	5.9
7				1	8	8	92	5.4
8				4	5	8	89	5.2
9				3	6	8	90	5.3
10				1	5	4	95	5.6
11					3	14	99	5.8
12				1	1	15	99	5.8
13	1	2	1	5	2	6	74	4.4
14			1	2	2	12	93	5.5
15			1	2	4	10	91	5.4
TOTALS	1	2	5	25	53	151 = 237		91.0

Total Average Response = 5.1

RATING	%
1	0
2	0
3	1
4	8
5	21
6	70

Table 18

TITLE VII QUESTIONNAIRE - ADMINISTRATORS

	RATING SCALE							
Question #	1	2	3	4	5	6	Total Raw Score	Mean
N = 14 2		1	1	6	6		59	= 4.2
N = 14 3			3	5	4	2	61	= 4.4
N = 14 4		1	2	2	6	3	64	= 4.6
N = 14 5	1			3	7	3	66	= 4.7
N = 14 6			3	2	6	3	65	= 4.6
N = 14 7				6	7	1	65	= 4.6
N = 14 8			1	5	7	1	64	= 4.6
N = 12 9			2	5	5		51	= 3.6
N = 10 10		1		3	6	2	56	= 4.0
N = 13 11		1	1	4	3	4	60	= 4.3
N = 14 12			3	2	7	2	64	= 4.6
N = 13 13	1	6	1	4	1		37	= 2.6
N = 12 14			2	1	5	4	59	= 4.3
N = 14 15		2	2	2	6	2	60	= 4.3
TOTALS	2	12	21	50	76	27 = 188		

Total Average Response = 4.0

RATING	%
1	0
2	3
3	8
4	24
5	46
6	19

134/135 (p. 134 missing)

TABLE 19

TITLE VII QUESTIONNAIRE - TEACHERS

RATING SCALE

Question #	1	2	3	4	5	6	Total Raw Score	Mean
2	1	2	2	3	2	2	45	= 3.8
3		2	1	3	5	1	50	= 4.2
4	1	1	2		5	3	52	= 4.3
5	2	1		2	6	1	48	= 4.0
6			1	4	6	3	67	= 5.6
7		1	1	2	3	5	69	= 5.8
8			1	3	5	4	64	= 5.3
9			2	2	5	3	57	= 4.8
10		1	4	1	4	2	50	= 4.2
11				1	5	6	65	= 5.4
12			1		5	7	70	= 5.8
13	1	1	2	3	2	3	49	= 4.1
14			2	2	5	3	57	= 4.8
15		1	3	2	3	3	52	= 4.3
TOTALS	5	10	22	28	61	46 = 172		

Total Average Response = 4.4

RATING	%
1	1
2	3
3	8
4	14
5	39
6	35
# 5-6	74

TABLE 20

TITLE VII QUESTIONNAIRE - (ALL RESPONDENTS)

	RATING SCALE							
Question #	1	2	3	4	5	6	Total Raw Score	Mean
2	1	6	5	14	11	13	217	= 4.3
3	2	3	6	9	13	17	229	= 4.6
4	1	2	5	2	16	23	246	= 4.9
5	3	1	3	7	19	16	233	= 4.7
6			7	7	22	17	261	= 5.2
7		1	4	11	21	15	253	= 5.1
8			5	12	18	15	243	= 4.9
9			5	12	19	12	230	= 4.6
10		2	7	12	21	15	268	= 5.4
11		1	1	5	13	29	264	= 5.3
12			4	4	15	28	271	= 5.4
13	5	9	5	14	6	11	190	= 3.8
14			6	5	16	21	244	= 4.9
15		3	7	8	15	17	236	= 4.7
TOTALS	12	25	70	122	225	249 = 703		

Total Positive Response = 474

Percent of Positive Weighted Responses = 85%

Percent of Responses by Rating Scale

RATING	%
1	0
2	2
3	6
4	14
5	34
6	44

TABLE 21
TITLE VII QUESTIONNAIRE
RESULTS REPORTED IN MEAN RATING SCALE SCORES

QUESTION NUMBER	CATEGORIES OF RESPONDENTS					
	ADMIN-ISTRATOR	TEACHER	AIDE	PARENT	MEAN	PERCENT OF HIGH-EST POSSIBLE SCORE
2	4.2	3.5	3.5	5.2	4.3	48
3	4.0	3.8	2.8	5.7	4.6	51
4	4.4	4.7	5.0	5.1	4.8	53
5	7.5	4.8	4.2	5.0	5.6	62
6	7.2	4.6	4.2	5.4	5.6	62
7	6.9	4.6	4.2	5.4	5.5	61
8	7.2	4.7	4.0	5.2	5.5	61
9	5.4	4.5	4.7	5.0	5.0	56
10	6.3	4.0	4.0	5.2	5.1	57
11	7.4	5.5	5.7	7.4	6.8	76
12	7.5	5.2	5.5	7.5	6.8	76
13	4.7	3.6	3.7	5.6	4.7	52
14	6.9	4.7	4.8	6.9	6.2	69
15	6.7	4.2	4.6	6.7	6.0	67
TOTAL BY GROUP	86.3	62.4	60.9	81.3		
MEAN BY GROUP	6.2	4.5	4.4	5.8		61
% OF HIGHEST POS. SCORE	69	50	49	64		

TABLE 22
STUDENT INTERVIEW-RAW SCORE
PRE-POST TEST

SCHOOLS	1				2				3				4				5			
	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2
D N=22			2	20			1	21			3	19			1	20			1	20
C N-32			2	30				31			4	27	2	3	1	26	1	2	2	27
E N=27		3	2	22	1	2	3	21		5	7	15	1		8	18	3	1.	7	16
H N=18			1	17				18		1	3	14	2		1	15	1	1		16
F N-29			4	25			8	21			9	20	1	1	5	22		3	6	20
TOTAL		3	11	114	2	2	12	102	1	6	26	95	6	4	16	101	5	7	16	99
N=128		-3	11	228	-4	-2	12	204	-2	-6	26	190	-12	-4	16	202	-10	-7	16	198
%Age				98%				89%				94%				91%				89%
G N=20			4	16		1	19				4	16	1		5	14		1	3	16
I N=29	1			28			29		4		2	23				29				29
E N=27	5		2	20		1	4	22			3	23	2	1	3	21	4		1	22
H N=26		4	5	17			3	23	1		3	22		4	5	17		3	3	20
F N=28	1		5	22		1	6	21	3		8	17	1	2	2	23		1	5	22
TOTAL	7	4	16	103		2	14	114	8	1	20	101	4	7	15	104	4	5	12	109
N=130	-14	4	16	206		-2	14	228	16	1	20	202	-8	-7	15	208	-8	-7	12	218
%AGE				98%				89%				94%				91%				89%

TABLE 22
STUDENT INTERVIEW cont.

SCHOOL	6				7				8				9				10			
	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2
D N=22			9	13			10	12				22				22			4	18
C N=32	2	2	2	26	2	3	2	25	1		1	30	1	1	4	26		1	3	28
E N=27	1	6	12	8	3	11	5	8			2	25			7	20		6	8	13
H N=18	1		1	16			2	16	1			17	1			17			1	17
F N=29		2	6	21		2	7	20			3	26	1		5	23	1		6	22
TOTAL N=128	5	10	30	84	5	16	26	81	2		6	120	3	1	16	108	1	7	22	98
	-10	-10	30	168	-10	-16	26	162	4		6	240	-6	-1	16	216	-2	-7	22	196
%AGE				73%				83%				98%				96%				93%
G N=20		1		19			3	17			1	19				20	2		4	14
I N=29			1	28	7	1	1	20				29	2			27	1			28
E N=27	1	1	6	19	1		6	20	1	1		25		1	1	25	4	1	2	20
H N=26			3	23			4	22			5	21			3	23		1	12	13
F N=28		2	5	21	2	2	4	20			3	25			2	26			5	23
TOTAL N=130	1	4	15	110	10	3	14	99	1	1	9	119	2	1	6	121	7	2	23	98
	-2	-4	15	220	-20	-6	18	220	-2	-1	9	238	-4	-3	6	248	-14	-2	23	196
%AGE				96%				86%				98%				93%				93%

TABLE 23
PARENT INTERVIEW SCALE
QUESTION NUMBERS

	1				2				3				4				5			
	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2
N=26	2	4	7	13	2	2	8	14		3	13	10	4	6	7	9	5	2	9	10
18		2	2	14		1		17		1	1	16		1	4	13		1	2	15
15			2	13			1	14			3	12		1	1	13	1	1	2	11
21			2	19				21			2	19			1	20			6	15
TOTAL RAW SCORE			7	2			7	5			7	6			6	8			7	0
%AGE			90				94				95				85				88	

TOTAL N= 80
TOTAL RAW SCORE= 740
TOTAL PERCENT= 93%

TOTAL N= 106
TOTAL RAW SCORE=1045
TOTAL PERCENTAGE=99%

N=13		2	11			1	12			4	9			2	11			2	11	
30			30				30				30				30				30	
20		6	14			4	16			4	16		1	7	12		2	7	11	
22		2	20			3	19			4	18			5	17			6	16	
21		6	15			2	19			7	14		1	6	14		5	2	14	
TOTAL RAW SCORE	1	0	6		1	0	6		1	0	6		1	0	4			9	9	
%AGE	100				100				100				98				93			

TABLE 23
PARENT INTERVIEW cont.

6				7				8				9				10			
-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2	-2	-1	1	2
2	3	14	7		2	15	9	1	6	7	12			14	12		6	12	8
			18			2	16			1	17			1	17			4	1
		3	12			5	10			1	14				15			1	
		7	5			7	8			7	3			8	0			7	3
			94				98				91				100				91
1		1	12		1	1	12		1	1	12	1	1	3	8				
			30				30				30				30				
4			16		8	1	12		7	1	13		2	6	12				
3		1	9		2	2	20		2	2	20		2	7	13				
4			17		4	1	17		2	1	19			2	19				
1	0		6	1	0		6	1	0		6		1	0	6		1	0	0
			--100				100				100				100				94

Table 24

PARENT INTERVIEW SCALE

School	Grade	Question # Reported in % of Highest Possible Score									
Pre-Test		1	2	3	4	5	6	7	8	9	10
C	1	78	92	89	81	86	100	94	97	97	89
F	1	93	97	90	87	70	90	83	97	100	70
G	1	95	100	95	98	85	88	85	98	100	67
E	1	63	63	56	0	62	56	81	63	76	31
	2	39	46	54	32	56	25	39	36	68	39
	3	40	70	60	20	20	50	70	30	70	50
		46	54	56	20	31	39	57	43	70	39
C	1	85	90	90	68	68	85	83	80	83	70
F	1	100									
G	1	98	93	91	87	86	93	91	95	95	70
	2										
	3										
I		92	96	85	92	92	81	73	96	96	54
H		88	95	83	79	60	90	90	90	95	95
TOTAL Pre											
TOTAL Post %											
P TOTAL # Gotten		121	134	129	116	119	139	152	148	145	120
R TOTAL # Possible		162									
E %		75	83	80	72	73	86	94	91	90	74
P TOTAL # Gotten		168	172	163	153	144	164	160	167	170	143
R Total # Possible		212									
E %		79	81	77	72	68	77	75	79	80	67

Pre

Total # Gotten = 1,323
Total # Possible = 1,620
% = 82

Post

Total # Gotten = 1,604
Total # Possible = 2,120
% = 76

Total Loss = %6

TABLE 25

PUPIL RATING SCALE - PRE-TEST GRADE 1

RATING SCALE

Question #	1	2	3	4	5	6	7	8	9	Total
4	25	6	19	12	15	11	17	11	5	515
5	4	13	20	18	18	7	15	8	7	526
6	7	4	16	13	23	13	16	9	5	537
7	10	12	20	22	18	6	14	9	6	532
8	3	4	25	14	19	13	23	10	5	601
9	2	8	27	16	21	11	11	9	10	573
10	4	6	16	21	23	11	15	6	11	581
11	4	2	9	24	24	11	20	10	13	654
12	2	7	7	22	22	19	14	6	11	593
Totals	61	62	159	162	183	102	145	78	73	1025
Total by Category	662			2175			2296			
Total % of Positive Responses	2908 = 57%									

TABLE 26

PUPIL RATING SCALE - POST-TEST GRADE 1

RATING SCALE

Question #	1	2	3	4	5	6	7	8	9	Weighted Scores
4	12	12	28	25	11	16	17	11	17	735
5	7	14	19	34	10	22	16	10	18	764
6	3	11	24	23	18	29	20	10	16	817
7	16	14	21	26	30	18	17	12	16	828
8	2	9	14	26	26	25	27	13	20	919
9	11	8	19	30	19	19	19	13	13	767
10	11	8	16	27	25	21	19	10	35	962
11	6	5	13	15	16	11	22	15	36	859
12	3	9	11	17	17	10	16	15	15	814
Total	71	92	165	223	172	171	173	109	206	
Totals Weighted Scores	71	184	495	892	860	1026	1211	872	1854	7465

	Poor	Average	Good
Percent by Category	10	38	53

Percent Positive Responses 73%

Table 27

PUPIL RATING SCALE

School	Grade	Average Score by Question									
Pre-Test		4	5	6	7	8	9	10	11	12	Total
D	1	3.4	3.9	3.4	3.3	4.1	3.7	3.9	3.7	4.2	
	2	3.2	3.8	3.2	3.2	4.0	3.6	4.0	4.0	4.0	
	3	4.0	4.3	4.5	4.6	5.0	4.4	4.8	4.6	3.9	
	Total	3.6	4.0	3.7	3.7	4.4	3.9	4.2	4.1	4.0	
J	9	3.9	3.6	4.6	3.5	4.0	3.4	3.5	2.6	3.3	3.5
E	1	3.1	4.7	3.4	3.1	5.7	5.4	4.6	5.4	4.4	
	2	4.2	5.2	4.7	5.9	4.7	5.5	5.0	6.0	5.7	
	3	3.7	4.1	4.0	4.0	4.1	4.4	5.1	5.6	3.7	
	Total	3.8	4.8	4.2	4.6	4.8	5.2	4.9	5.7	4.8	
C	1	4.9	5.1	5.5	5.1	4.8	5.3	4.9	5.4	5.9	
F	1	5.6	5.7	5.7	5.4	5.4	5.5	5.3	5.5	6.2	
I	1	5.8	5.3	5.8	4.5	6.6	5.6	6.2	7.1	5.4	
H	1	1.7	3.6	4.3	4.7	4.6	4.1	4.4	5.4	5.0	
N=113	1	4.1	5.7	6.1	5.5	6.2	5.8	5.9	6.3	6.2	5.8
N= 16	2	4.3	4.8	4.3	5.1	4.8	4.9	4.7	5.4	5.2	4.8
N= 15	3	3.9	4.2	4.3	4.3	4.6	4.4	4.9	5.1	3.8	4.4
N=144	Total	5.1	4.8	4.9	4.7	5.2	5.0	5.1	5.6	5.2	5.1
N=169	* 9 Total	4.3	4.6	4.9	4.5	5.0	4.7	4.8	5.1	5.0	4.5

*Total Including 9th Grade

Table 28

PUPIL RATING SCALE

School	Grade	Average Score By Question									
Post-Test		4	5	6	7	8	9	10	11	12	Total
B	1	4.8	5.0	4.3	4.3	4.8	5.3	4.5	5.5	5.3	
	2	7.8	7.6	7.0	6.0	6.1	6.7	5.8	7.4	8.6	
	Total	6.3	6.3	5.7	5.2	5.5	6.0	5.1	6.5	6.9	
D	1	4.3	4.3	4.5	5.5	4.7	4.7	4.8	5.8	4.1	
	2	3.5	3.5	4.2	4.5	4.7	4.5	4.7	4.8	4.5	
	3	5.2	4.8	4.4	4.7	5.2	4.9	5.1	5.2	4.7	
	Total	4.4	4.3	4.4	5.0	4.9	4.7	4.9	5.4	4.3	
J	9	5.6	3.4	5.1	3.4	5.6	2.8	3.9	2.7	3.8	4.0
E	1	1.8	2.6	4.4	3.0	4.8	3.2	3.6	3.2	2.8	
	1	4.0	4.4	4.8	4.6	5.3	4.8	4.8	4.3	4.7	
	1	5.8	6.4	5.0	3.6	5.2	5.2	5.0	5.2	5.2	
	Total	3.9	4.5	4.9	4.1	5.2	4.6	4.5	4.2	4.4	
C	1	4.9	5.8	5.7	4.6	4.9	5.5	5.5	5.6	5.2	
F	1	5.9	6.1	6.2	6.1	6.5	6.2	6.6	6.6	6.7	
I	1	4.9	5.1	5.3	5.0	6.7	6.2	6.7	7.0	6.6	
H	1	5.3	5.1	5.3	6.0	5.4	5.5	5.2	7.8	7.8	
N=131	1	5.0	5.3	5.4	5.3	5.7	5.6	5.8	5.9	6.2	
N= 34	2	5.2	5.4	5.5	5.1	5.4	5.4	4.6	5.5	6.0	
N= 14	3	5.4	5.4	4.6	4.3	5.2	5.0	4.9	5.2	4.8	
N=179	Total	5.1	5.7	5.4	5.2	5.6	5.5	5,5	5.8	6.0	5.5
N= 204	Total + 9th	5.1	5.4	5.3	4.9	5.6	5.2	5.3	5.4	5.7	4.8

HACER VIDA
TITLE VII EVALUATION
STUDENT INTERVIEW SCALE

Student_____Boy_____, Girl_____, Grade_____, Room____

INSTRUCTIONS: Please interview the student and parent and attempt to get a response to each question which can be judged as a "yes" or "no" or a tendency toward a "yes" or "no".

-2 = definite "no" +2 = definite "yes"
-1 = tendency toward "no" +1 = tendency toward "yes"

STUDENT INTERVIEW Date_____

	NO		YES	
	-2	-1	+1	+2
1. Do your like school?				
2. Do you like teachers?				
3. Do you like the children in your class?				
4. Do you like reading?				
5. Do you like arithmetic?				
6. Do teachers like you?				
7. Do the children in your class like you?				
8. Is it fun to learn new things at school?				
9. Will school help you to get a good job some day?				
10. Do most of your friends like school?				

TOTALS: Yes_____% No_____% Score_____ - _____ = _____

HACER VIDA
TITLE VII EVALUATION
PUPIL RATING SCALE

1. School:_____

2. Grade:_____

3. Boy:_____ Girl:_____

Directions: Using the following nine-point scale, rate_____ on items 4 through 12 according to your impression at this time IN TERMS OF TYPICAL GRADE LEVEL BEHAVIOR. Please do not spend more than a few moments on any single item.

		PLEASE CIRCLE ONE		
		(poor)	(average)	(good)
4.	Your judgment of his/her reading ability	1 2 3	4 5 6	7 8 9
5.	Your judgment of his/her language ability	1 2 3	4 5 6	7 8 9
6.	Your judgment of his/her arithmetic ability	1 2 3	4 5 6	7 8 9
7.	Your judgment of his/her attention span at learning tasks.	1 2 3	4 5 6	7 8 9
8.	Your judgment of his/her self-concept	1 2 3	4 5 6	7 8 9
9.	Your judgment of his/her level of verbal functioning	1 2 3	4 5 6	7 8 9
10.	Your judgment of his/her emotional and social stability	1 2 3	4 5 6	7 8 9
11.	Your judgment of his/her active participation in ongoing school activities	1 2 3	4 5 6	7 8 9
12.	Child's demonstrated expectation of school success	1 2 3	4 5 6	7 8 9

Comments (Optional):

_____
Name - Optional

_____
Date

HACER VIDA

TITLE VII QUESTIONNAIRE

This is an anonymous questionnaire (identification is optional). The purpose of the questionnaire is to provide information as to the opinions and attitudes of the people most intimately involved in the program. A further purpose is to enhance the opportunity for suggestions as to how to improve the program.

1. Your position:

   1)_____Administrator

   2)_____Classroom Teacher (Indicate grade level)

   3)_____Intructional Aide (Indicate grade level)

   4)_____County Consultant

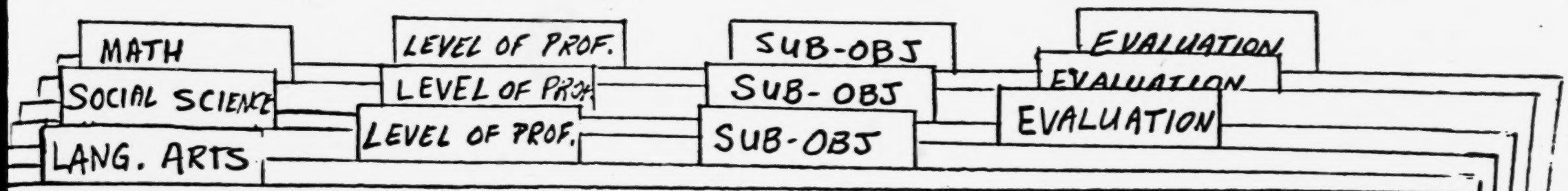
   5)_____Parent

Directions: Indicate your judgment regarding the effectiveness of the Title VII program by circling one response per item.

	Please Circle One
2. Your judgment of increased teacher and administrator morale as a result of the Title VII program.	(low) 1 2 (medium) 3 4 (high) 5 6
3. Your judgment of teacher acceptance regarding the objectives of the Title VII program.	(low) 1 2 (medium) 3 4 (high) 5 6
4 Your judgment of cooperative relations existing between school, home and community as a result of the Title VII program.	(low) 1 2 (medium) 3 4 (high) 5 6
5. Your judgment of administrator acceptance regarding objectives of the Title VII program.	(low) 1 2 (medium) 3 4 (high) 5 6

6.	Your judgment of the Title VII programs effectiveness in broadening the children's personal cultural, and educational horizons	(low) 1 2	(medium) 3 4	(high) 5 6
7.	Your judgment of the program's success in developing reading skills designed to offset bilingual, economic, and cultural disadvantages	(low) 1 2	(medium) 3 4	(high) 5 6
8.	Your judgment of the program's success in developing language skills designed to offset bilingual, economic, and cultural disadvantages	(low) 1 2	(medium) 3 4	(high) 5 6
9.	Your judgment of the program's success in developing arithmetic skills designed to offset bilingual, economic, and cultural disadvantages	(low) 1 2	(medium) 3 4	(high) 5 6
10.	Your judgment of the community's receptiveness to the objectives of the Title VII program	(low) 1 2	(medium) 3 4	(high) 5 6
11.	Yor judgment of the teacher's effective use of Instructional Aides	(low) 1 2	(medium) 3 4	(high) 5 6
12.	Your judgment of the teachers' increased flexibility and willingness to experiment with new ideas, equipment, and materials	(low) 1 2	(medium) 3 4	(high) 5 6
13.	Your judgment of the adequacy of local news coverage of the Title VII program	(low) 1 2	(medium) 3 4	(high) 5 6
14.	Your judgment of parent acceptance regarding objectives of the Title VII program	(low) 1 2	(medium) 3 4	(high) 5 6
15.	Your judgment of parent participation regarding objectives of the Title VII program	(low) 1 2	(medium) 3 4	(high) 5 6

Comments:



PROJECT "HACER VIDA"

TEACHER'S EVALUATION NOTEBOOK

Title VII Performance Objective Checklist

Language Arts

E- English
S- Spanish

NAME

Obj. No. 6.1.4

Reading Vocabulary		Comprehension		Context Clues		Phonetic and Structural analysis		Handwriting		A correct articulation of vocabulary		Compositional skills at least 2 descriptive sentences from their own life experience		Spelling	
.1								.2		.3		.4			
E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S
✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	—	✓	✓
✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	—	✓	✓
✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	—	—	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓
—	—	—	—												
✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	—	—	✓	✓
✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	—	—	✓	✓
✓	✓	✓	—	✓	—	✓	✓	✓	✓	✓	✓	—	—	—	—
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	—	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	—	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	—	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	—	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	—	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	—	—	—
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓	✓
—	—	—	—	—	—	—	—	—	—	✓	✓	—	—	—	—
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓
—	—	—	—	—	—	—	—	—	—	✓	✓	—	—	—	—
16	16	16	15	16	15	16	16	16	16	18	18	5	3	5	14

Levels of Proficiency

Language Arts

Grade 1

.1 By the end of the year 90% of students of target population will achieve an acceptable level of performance in the following: vocabulary, comprehension, context clues, phonetic and structure analysis in both languages on oral tests. 25% of students will do same on similar written test.

Vocabulary

Students should be exposed to at least 625 words --- total Laidlaw Series, Harper Rowe, Houghton Mifflin, Social Science Area and supplementary materials.

Expectancy level for end of year student performance

0 18 words	300 words	500 words
25% of student population	50% of student population	25% of student population

Student performance measuring vocabulary list - comprehension, context clues.

.2 Writing

First Semester - 75% of target population will be able to write their names, copy short sentences, and write numbers 0 through 9 in manuscript to a proficiency level of 80% of that for grade 3 on Noble and Noble Test.

Second Semester - 75% of target population will be able to perform same tasks to the same level of proficiency in cursive writing 80% of that for grade 3 on Noble and Noble Test.

.3 At the conclusion of their first year of participating in the program, students in both language-environment groups will be able to make the necessary auditory and visual discriminations of relationships between phonemes and graphemes in both languages and correctly articulate their reading vocabularies.

Proficiency level by language-environment group will be as follows:

In English:

Spanish-speaking environment student
25% will correctly articulate 80% of their vocabulary
50% will correctly articulate 50% of their vocabulary
25% will correctly articulate 30% of their vocabulary

English-speaking environment student
95% will correctly articulate 95% of their vocabulary

In Spanish

Spanish-speaking environment student
95% will correctly articulate 95% of their vocabulary

English-speaking environment student
95% will correctly articulate 95% of their vocabulary

.4 Spelling

Compositional Skills

25% of students will be able to do two or three short sentences independently.
95% of students will participate in group writing in at least 50% of instances when they have opportunity to do so.
100% of students will participate in group experience charts when they are given an opportunity to do so.

End of year student performance in each language

0	9 words	30 words	75 words
	25% of students	50% of students	25% of students

Title VII Performance Objective Checklist

Social Studies

E- English
S- Spanish

NAME

Obj. No. 6.1.4

Natural environment (home-school)	How people live and work together at school and at home	How people work together to provide services required	Life styles of families in community and their contribution to community life.	Individual needs satisfied by different types of work	Community improvement through joint effort of many individuals.	Need of individual respect of private and public property	Interdependence of home school and neighborhood
.5.1	.5.2	.5.3	.5.4	.5.5	.5.6	.5.7	.5.8
E S	E S	E S	E S	E S	E S	E S	E S
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
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✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓

Title VII Performance Objective Checklist

Math

E- English
S- Spanish

NAME	.6.1														.6.2	
Obj. No. 6.14	1 to 1 correspondence		Set union		Set separation		Addition		Subtraction		Subsets		Zero and empty sets		Different numerals for the same number	
	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓

Title VII Performance Objective Checklist
Written Communication

Ninth Grade

Language Arts

E- English
S- Spanish

NAME	Lexicon		Instructions and Reports		Dialogue		Choral Speaking		Personal and Practical forms in written communication		Taking notes		Outlines		Bibliography	
Obj. No. 6.1.8	.1.2								.1.3							
	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S
total	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Achieved	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
%achieved	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Title VII Performance Objective Checklist

Social Studies

E- English
S- Spanish

NAME / Obj. No. 6.1.4 / SCHOOL	.5.1 Natural environment (home-school)		.5.2 How people live and work together at school and at home		.5.3 How people work together to provide services required		.5.4 Life styles of families in community and their contribution to community life.		.5.5 Individual needs satisfied by different types of work		.5.6 Community improvement through joint effort of many individuals.		.5.7 Need of individual respect of private and public property		.5.8 Interdependence of home school and neighborhood	
	E	S	E	S	E	S	E	S	E	S	E	S	E	S	E	S
A																
B																
C																
D																
E																
F																
G																
H																
I																
J																
Total Accomplished																
% Accomplished																
Combined % Accomp.																

CLASSROOM MATERIAL

TEACHER Frederika Borges 1970-71 SCHOOL Agua Caliente

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/20	8/31	Stik-a-Let	0963	2	Display Letters		2.25	4.50
8/20	9/14	Fearon	0956	1	Games and Ideals		1.50	1.50
8/19	9/2	Bowmar	0952	18	Bowmar Library		3.24	58.32
8/19	9/8	Hough. Mifflin	0953	30	Abacus Kits		1.65	49.50
"	"	" "	" "	30	Diagnostic Tests		.18	5.40
8/19	9/8	Laidlaw	0954	3	Pasos Faciles hacia la salu		1.56	4.68
8/19	9/8	Laidlaw	0954	30	En el hogar y en la escuela		.66	19.80
"	"	"	"	"	Camino de la Escuela WB		.84	25.20
"	"	"	"	"	Nuestros Amigos WB		.84	25.20
"	"	"	"	10	Camino de la Escuela BK		1.50	15.00
"	"	"	"	"	Aprendemos a leer BK		1.65	16.50
"	"	"	"	"	Nuestros Amigos BK		1.82	18.20
"	"	"	"	3	Mi Primer Libro de Salud		1.45	4.35
"	"	"	"	1	People and their Needs		16.50	16.50
8/24	9/14	Britanica	0946	1	Lang. Exp. Approach		8.25	8.25
"	"	"	"	"	Lang. Exp. in Early Child		18.50	18.50
9/3	10/15	Silver Burdett	1136	10	Matematica Moderna 1st		.96	9.60
"	"	"	"	"	" " " 2nd		.96	9.60
"	"	" "	"	"	" " " 3rd		2.82	28.20

TOTAL _____

Appendix B

CLASSROOM MATERIAL

TEACHER _____ SCHOOL _____

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/25	9/14	Bowmar	1214	1	- Para Chiquitines		5.95	5.95
10/14	1/28	G.W. Supply	1716	1	Horas Encantadas		2.95	2.95
10/14	1/28	" "	1716	30	Mi Cuaderno		.94	28.80
10/14	1/28	" "	1716	1	Bedtime Stories in Spanish		3.00	3.00
10/14	12/22	G. W. Supply	1690	1	Spanish Dictionary		8.95	8.95
10/14	12/22	Nat. Textbook	1685	1	Marry-go-round		1.00	1.00
10/14	12/22	Nat. Textbook	1685	1	Canciones de Navidad]		1.00	1.00
10/13	11/6	G.W. Supply	1694	1	Physical Fitness		3.00	3.00
10/13	11/6	G.W. Supply	1694	1	Animals		3.00	3.00
"	"	" "	"	1	Earth and Sky		3.00	3.00
"	"	" "	"	1	Simple Machines		3.00	3.00
10/13	11/6	Rand MCNelly	1693	1	Interaction bet man and man		27.00	27.00
"	"	" "	"	1	" " " " Env.		27.00	27.00
"	"	" "	"	1	" " " " Res.		27.00	27.00
9/10	10/7	MacMillan-Int.	1215	1	Teaching Rea. to non-Eng.		7.50	7.50
10/21	1/14	Science Res.	1773	1	Reading Lab. IA		69.95	69.95
10/21	1/14	Science Res.	1773	20	Copies of my own book for Reading		.81	16.25
"	"	" "	"	1	Teachers Handbook		1.80	1.80
10/6	10/29	Ed. Consultant	1643	1	Source Book		4.00	4.00

TOTAL _____

CLASSROOM MATERIAL

TEACHER Frederika Borges 1970-71 SCHOOL Agua Caliente

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
10/22	11/9	Unimark	1774	1	Labeling System		29.95	29.95
10/30		Stock. Binney		1	Poster Board		3.60	3.60
					Tests			38.86

TOTAL $ 687.26

CLASSROOM MATERIAL

TEACHER Elizabeth Worswick SCHOOL Coachella Valley High School

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/29	8/31	Stik-a-let	0903	2	Display Letters		2.25	4.50
9/29	1/15	McGraw Hill	1397	6	Learning Sp. the M.W. BookI		6.80	40.80
"	"	"	"	24	Learning Sp. the MW Bk. 2		6.80	163.20
"	"	"	"	6	Cuaderno de Ejer. WB 1		1.96	11.76
"	"	"	"	24	" " " " " " 2		1.96	47.04
"	"	"	"	12	Galeria Hispanica		7.72	92.64
"	"	"	"		Tesoro Hispanico		8.95	53.70
10/24	1/14	Bil Ed. Ser	1739	3	Galeria Mexicana		1.75	5.25
10/24	1/14	Bil.Ed. Ser	1739	1	Los Poetas		2.50	2.50
10/24	1/14	" "	1739	1	Platero y yo		2.00	2.00
10/24	1/14	" "	1739	1	Los Mundos		2.00	2.00
10/24	1/14	" "	1739	2	El Principito		2.00	4.00
10/24	1/14	" "	1739	1	Marcelino Pan Y Vino		2.00	2.00
10/24	1/14	" "	1739	1	Corazon		2.00	2.00
10/24	1/14	" "	1739	2	Flor de Leyendas		2.00	4.00
10/24	1/14	" "	1739	10	Fabulas-one each		2.00	2.00
10/24	1/14	" "	1739	27	Golden Classics-three each		1.10	29.70
10/14	12/1	G.W. Supply	1690	1	Spanish Dictionary		8.95	8.95
10/6	10/29	Ed. Cin.	1643	1	Source Book		4.00	4.00

TOTAL _____

CLASSROOM MATERIAL

TEACHER Elizabeth Worswick 1970-71 SCHOOL CVHS

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
10/22	11/9	Unimark	1774	1	Labeling System		29.95	29.95
10/26	1/15	McGraw Hill	1801	10	Learning Sp. the Mi Book 1		6.40	64.00
10/30	10/30	Stockwell &Bin.		1	Poster Board		3.60	3.60
					Tests			24.20

TOTAL $ 528.74

CLASSROOM MATERIAL

TEACHER Antonia A rmendariz SCHOOL Peter Pendleton 1970-71

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/20	8/31	Stik-a-Let	0963	2	Dsiplay Letters		2.25	4.50
10/30	11/12	Stik-a-letter	1952	2	Visual Letters		1.50	3.00
8/20	9/14	Fearon Pub.	0956	1	Games and Ideals		1.50	1.50
8/29	9/2	Bowmar	0952	9	Bowmar Library		3.24	29.16
8/19	9/8	Hough. Mifflin	0953	30	Abacus Kit		1.65	49.50
8/19	9/8	Hough. Mifflin	0953	30	Diagnostic Test		.18	5.40
8/25	9/24	Hough. Mifflin	1072	1	Duplicating Masters		9.00	9.00
8/25	9/24	Hough. Mifflin	1072	10	Kit of Centimeter Rods		1.35	13.50
8/19	9/8	Hough. Mifflin	0953	1	Overhead Visuals		45.00	45.00
8/19	9/8	Hough. Mifflin	0953	1	Workbook for Elementary T.		1.50	1.50
8/19	9/29	Laidlaw	0954	30	En el Hogar y la Escuela wb		.66	19.80
8/19	9/29	Laidlaw	0954	30	Camino de la Escuela WB		.84	25.60
8/19	9/29	Laidlaw	0954	30	Nuestros Amigos (WB)		.84	25.60
8/19	9/29	Laidlaw	0954	15	Camino de la Escuela book		1.50	22.50
8/19	9/29	Laidlaw	0954	10	Aprendemos a Leer book		1.65	16.50
8/19	9/29	Laidlaw	0954	10	Nuestros Amigos book		1.82	18.20
8/19	9/29	Laidlaw	0954	3	Mi Primer Libro de Salud		1.45	4.35
8/19	9/29	Laidlaw	0954	1	People and their Needs		16.50	16.50
8/24	9/14	Britanica	0946	1	Language Experience Approach		8.25	8.25

TOTAL _____

165

CLASSROOM MATERIAL

TEACHER Antonia Armendariz SCHOOL Peter Pendleton

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/24	9/14	Britanica	0946	1	Lang. in Early Childhood		18.50	18.50
9/3	10/15	Silver Burdett	1136	30	Matematica Moderna Bk. 1		.96	28.80
10/14	12/1	G.W. Supply	1690	1	Spanish Dictionary		8.95	8.95
10/13	1/15	Lear. Mast. Div	1691	1	Number Strips		3.00	3.00
10/6	10/29	Ed. Consultant	1643	1	Source Book		4.00	4.00
10/22	11/9	Unimark Syst.	1774	1	Labeling System		29.95	29.95
					Tests			30.56

TOTAL $ 462.58

CLASSROOM MATERIAL

TEACHER Joan Williams SCHOOL John Kelley 1971-11

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/30	8/31	Stik-a-let	0963	2	Display Letters		2.25	4.50
8/20	9/14	Fearon P.	0956	1	Games & Ideals		1.50	1.50
8/19	9/8	Hough. Mifflin	0953	1	Paper Edition		2.25	2.25
8/19	9/2	Bowmar	0952	18	Bowmar Library		3.25	58.32
8/19	9/8	Hough. Mifflin	0953	30	Abacus Kit		1.65	49.50
8/19	9/3	Bowmar	0952	1	7" LP Record		1.95	1.95
8/19	9/8	Hough. Mifflin	0953	30	Diagnostic Tests		.18	5.40
8/19	9/8	Hough. Mifflin	0953	1	Master (Duplicating)		9.00	9.00
8/19	9/29	Laidlaw	0954	30	En el Hogar y la Escuela wb		.55	19.89
8/19	9/29	Laidlaw	0954	30	Camino de la Escuela wb.		.84	25.20
8/19	9/29	Laidlaw	0954	30	Nuestros Amigos wb.		.84	25.20
8/19	9/29	Laidlaw	0954	20	Camino de la=Escuela bk.		1.60	32.00
8/19	9/29	Laidlaw	0954	3	Mi Primer Libro de Salud		1.45	4.35
8/19	9/29	Laidlaw	0954	1	People and Their Needs		16.50	16.50
8/19	9/29	Laidlaw	0954	10	Nuestros Amigos Bk.		1.82	18.20
8/24	9/14	Britanica	0946	1	Language Experience Approach		18.50	18.50
8/24	9/14	Britanica	0946	1	Lang. Exp. in Early Child		8.25	8.25
9/3	10/15	Silver Burdett	1136	30	Modern Math		.96	28.80
10/16	11/16	Hough. Mifflin	1730	1	Teachers Guide man:Aides		1.05	1.05

TOTAL _____

CLASSROOM MATERIAL

TEACHER Joan Williams SCHOOL John Kelley 1970-71

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
10/14	11/5	Creat. Pl.	1545	5	Puzzles		3.50	17.50
9/3	10/15	Silver Burdett	1136	2	Learning Loto		3.00	6.00
9/3	10/15	Silver Burdett	1136	1	Find it		4.00	4.00
9/3	10/15	Silver Burdett	1136	1	Farm		3.00	3.00
10/4	12/1	G.W. Supply	1690	1	Spanish Dictionary		8.95	8.95
10/13	12/1	G.W. Supply	1696	3	Los Tres Osos		1.00	3.00
10/13	3/10	G.W. Supply	1696	3	Dona Zorra y Dona Ciguena		1.00	3.00
10/13	3/10	G. W. Supply	1696	3	El Flautista		1.00	3.00
10/13	3/10	G.W. Supply	1696	3	Caperucita		1.00	3.00
10/6	10/29	Ed. Consultant	1643	1	Source Book		4.00	4.00
10/22	11/9	Unimark Syst.	1774	1	Labeling System		29.95	29.95
10/30	10/30	Stockwell & Bin		1	Poster Board		3.60	3.60
					Tests			30.86

TOTAL $ 504.96

CLASSROOM MATERIAL

TEACHER Helen Cooper SCHOOL Oasis

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/20	8/31	Stik-a-let	0963	2	Display Letters		2.25	4.50
8/20	9/14	Fearon Pub.	0956	1	Games & Ideas		1.50	1.50
8/29	9/2	Bowmar	0952	18	Bowmar Library		3.24	58.32
8/19	9/8	Hough. Miff.	0953	30	Diagnostic Test		.18	5.40
8/19	9/29	Laidlaw	0954	1	People and Their Needs		16.50	16.50
8/24	9/14	Britanica	0946	1	Language Experience Approac		8.25	8.25
8/24	9/14	Britanica	0946	1	Lang. Exp. in Early Child		18.50	18.50
9/3	10/15	Silver Burdett	1136	30	Matematica Moderna		.96	28.80
10/14	1/28	G.W. Supply	9907	1	Horas Encantadas		2.95	2.95
10/14	1/28	G.W. Supply	9907	25	Mi Cuaderno		.94	23.50
10/14	1/28	G.W. Supply	9907	1	Bedtime Stories		8.95	8.95
10/6	10/29	Ed. Consultant	1643	1	Source Book		4.00	4.00
10/22	11/9	UniMark Syst.	1774	1	Labeling System		29.95	29.95
8/19	9/29	Laidlaw	0954	30	Camino De La Escuela (wb)		.84	25.20
8/19	9/29	Laidlaw	0954	30	Nuestros Amigos (WB)		.84	25.20
					Tests			33.49

TOTAL $ 384.30

CLASSROOM MATERIAL

TEACHER Joe Narvaez 1970-71 SCHOOL Van Buren School

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/20	8/31	Stik-a-Let	0963	2	Display Letters		2.25	4.50
8/20	9/14	Fearon Pub.	0956	1	Games & Ideas		1.50	1.50
8/29	9/2	Bowmar	0952	18	Bowmar Library		3.24	58.32
8/19	9/8	Hough. Mifflin	0953	30	Abacus Kits		1.65	49.50
8/19	9/8	Hough. Mifflin	0953	30	Diagnostic Tests		.18	5.40
8/25	9/14	Bowmar	1044	1	Canciones para Chiquitines		2.25	2.25
8/25	9/14	Bowmar	1044	1	7" Lp. Record		1.95	1.95
8/25	9/24	Hough. Mifflin	1072	1	Kit of Centimete rods		1.35	1.35
8/25	9/24	Hough. Mifflin	1072	1	Big Book		30.00	30.00
8/25	9/24	Hough. Mifflin	1072	30	Pupil Text		.90	27.00
8/25	9/24	Hough. Mifflin	1072	1	Kit of Geometric Shapes		1.35	1.35
8/25	9/24	Hough. Mifflin	1072	1	Teacher 's Guide		1.05	1.05
8/25	9/24	Hough. Mifflin	1072	1	Abacus Supplementary		.66	.66
8/25	9/24	Hough. Mifflin	1072	1	Duplicating Master I		9.00	9.00
8/25	9/24	Hough. Mifflin	1072	1	Workbook		1.50	1.50
8/19	9/29	Laidlaw	0954	30	En El Hogar y en la Escuela		.66	19.80
8/19	9/29	Laidlaw	0954	30	Camino de la Escuela		.84	25.20
8/19	9/29	Laidlaw	0954	30	Nuestros Amigos		.84	25.20
8/19	9/29	Laidlaw	0954	10	Camino de la Escuela		1.50	15.00

TOTAL _____

CLASSROOM MATERIAL

TEACHER Joe Narvaez 1970-71 SCHOOL Van Buren School

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/19	9/29	Laidlaw	0954	10	Aprendemos A leer Bk		1.65	16.50
8/19	9/29	Laidlaw	0954	10	Nuestros Amigos Bk		1.82	18.20
8/19	9/29	Laidlaw	0954	3	Mi Primer Libro de Salud		1.45	4.35
8/19	9/29	Laidlaw	0954	1	People and their Needs		16.50	16.50
8/24	9/14	Britanica	0946	1	Lang. Exp. Approach		8.25	8.25
8/24	9/14	Britanica	0946	1	Lang. Exp. in Early Child		18.50	18.50
10/1	11/24	Tapes Unlimited	1544	5	Phonic Tapes		34.13	34.13
9/30	11/23	Creative Pub.	1545	1	Kount-N-Kubes		4.00	4.00
9/30	11/23	Creative Pub.	1545	20	Trigrams		.45	9.00
9/30	11/23	Creative Pub.	1545	1	Chrominoes		5.00	5.00
9/30	11/23	Creative Pub.	1545	1	Pic-a-puzzle		3.00	3.00
9/30	11/23	Creative Pub.	1545	1	M-Cubed		3.00	3.00
10/5	11/9	Sears	1654	3	Rugs			69.27
9/3	10/15	Silver Burdett	1136	30	Matematica Moderna		.96	28.80
10/14	1/28	G.W. Supply	9907	1	Horas Encantadas		2.95	2.95
10/14	1/28	G.W. Supply	9907	1	Mi Cuaderno		.94	.94
10/14	1/28	G.W. Supply	1716	1	Pan Americana		1.50	1.50
10/20	12/1	G. W. Supply	1690	1	Spanish Dictionary		8.95	8.95
10/14	12/22	National Text	1685	1	Hablan Los Ninos		6.50	6.50

TOTAL _____

CLASSROOM MATERIAL

TEACHER Joe Narvaez @ 1970-7 1 SCHOOL Van Buren School

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
10/13	11/6	G. W. Supply	1694	1	Physical Fitness		3.00	3.00
10/13	11/6	Rand McNelly	1693	1	Interaction between man & man		27.00	27.00
10/13	11/6	Rand McNelly	1693	1	Interaction between man & in.		27.00	27.00
10/6	10/29	Ed. Con	1643	1	Source Book		4.00	4.00
10/22	11/9	Unimark	1774	1	Labeling system		29.95	29.95
10/30	10/30	Sto. & Binney		1	Poster Board		3.60	3.60
					Tests			30.86

TOTAL $ 698.54

CLASSROOM MATERIAL

TEACHER Maclovia Lopez 1970-71 SCHOOL Mecca

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
8/20	8/31	Stik-a-let	0963	2	Display Letter		2.25	4.50
8/20	9/14	Fearon Pub.	0956	1	Games & Ideals		1.50	1.50
8/29	9/2	Bowmar	0952	9	Bowmar Library		3.24	29.16
8/19	9/8	Hough. Mifflin	0953	30	Abacus Kits		1.65	49.50
8/19	9/8	Hough. Mifflin	0953	30	Diagnostic Tests		.18	5.40
8/19	9/29	Laidlaw	0954	30	En El Hogar y la Escuela		.66	19.80
8/19	9/29	Laidlaw	0954	30	Nuestros Amigos WB		.84	25.20
8/19/	9/29	Laidlaw	0954	3	Mi Primer Libro de Salud		1.45	4.35
8/24	9/14	Britanica	0946	1	Lang. Exp. Approach		8.25	8.25
8/24	9/14	Britanica	0946	1	Lang. Exp. in Early Child		18.50	18.50
8/19	9/29	Laidlaw	0954	1	People and their needs		16.50	16.50
10/15	12/1	Vroman's Schoo	1737	1	El Hoyo Del Cerro		1.00	1.00
10/15	12/1	Vroman's Schoo	1737	1	Tulita la Patita Bk		1.59	1.59
10/15	12/1	Vroman's Schoo	1737	2	Elena la Ballena		1.59	3.18
9/30	10/19	Bowmar	1506	6	Friends, Friends, Friends		3.24	19.44
9/30	10/19	Bowmar	1506	2	Do You Know?		3.24	6.48
9/30	10/9	Bowmar	1506	1	Children song of Mexico		2.25	2.25
9/30	10/9	Bowmar	1506	2	Funny Mr. Clown		3.24	6.48
10/14	12/22	G. W. Supply	1690	1	Spanish Dictionary		8.95	8.95

TOTAL _____

CLASSROOM MATERIAL

TEACHER Maclovia Lopez 1970-71 SCHOOL Mecca

DATE Order	DATE Del.	COMPANY	P.O. #	QUAN.	ITEM DESCRIPTION	CAT. No.	UNIT PRICE	TOTAL PRICE
10/14	12/22	Nat. Textbook	1685	1	Canciones de Navidad		1.00	1.00
10/13	4/22	G. W. Supply	1690	1	Caperucita		1.00	1.00
10/13	11/6	G.W. Supply	1694	1	Animals		3.00	3.00
10/13	11/6	G.W. Supply	1694	1	Earth and Sky		3.00	3.00
10/13	11/6	G.W. Supply	1694	1	Plants		3.00	3.00
10/13	11/6	G.W. Supply	1694	1	Air and Water		3.00	3.00
10/6	10/29	Ed. Con	1643	1	Source Book		4.00	4.00
10/22	11/9	Unimark	1774	1	Labeling System		29.95	29.95
10/30		Stock & Binney		1	Poster Board		3.60	3.60
					Tests			30.86

TOTAL $ 336.98

Appendix C

HACER VIDA
TITLE VII EVALUATION

School: _____

Date _____

Inservico: (TITLE)

Directions: Using the following nine-point scale, rate the inservice session(s) on items one through five according to your impression at this time. Your candid comments will be greatly appreciated.

	(no)			(somewhat)			(yes)		
1. In your opinion, were the topics covered in a realistic and meaningful manner?	1	2	3	4	5	6	7	8	9
	(no)			(somewhat)			(yes)		
2. In your opinion, were the ideas presented applicable to your daily working situation?	1	2	3	4	5	6	7	8	9
	(no)			(somewhat)			(yes)		
3. In your opinion, did the presentation serve to alter or modify your perceptions regarding the topic(s)?	1	2	3	4	5	6	7	8	9
	(no)			(somewhat)			(yes)		
4. In your opinion, did the presentation(s) stimulate further thought and interest in the topic(s)?	1	2	3	4	5	6	7	8	9
	(no)			(somewhat)			(yes)		
5. In your opinion, was/were the meeting(s) worthwhile?	1	2	3	4	5	6	7	8	9

Comments (Optional) Use other side if needed:

Project "Hacer Vida"

Title VII
Inservice Evaluation

The Voices of the Participants

Many times we have inservice experiences which seem to be pleasing and rewarding but when we return to the classroom we find these experiences difficult to translate into thought and action. We would like your reactions to the following open-ended statements. Therefore, in a sentence or two, please react sincerely and without reservation to the following:

I. A. It is my opinion that this inservice experience will:

B. My attitude toward bilingual education has:

C. I found the following experience most:

D. I would like to know more about:

E. In terms of my involvement in this inservice I think:

F. I would recommend this workshop to other people because:

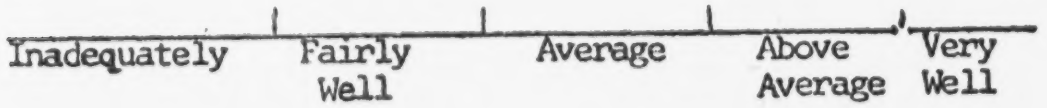
G. I would rate this workshop as:

Date:_____

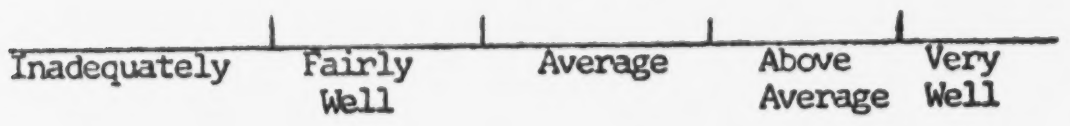
INSERVICE EVALUATION

II. Instructional Program

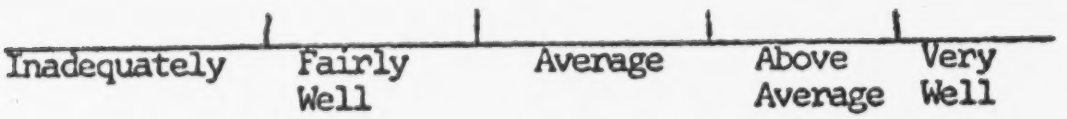
A. How is the present program approach meeting learning problems in reading in the classroom?



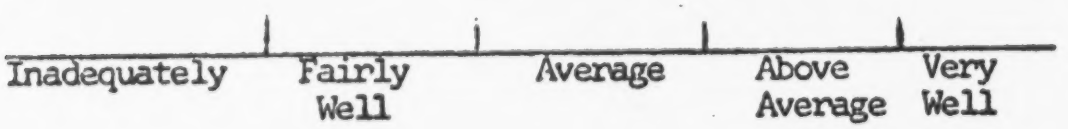
In Social Studies?



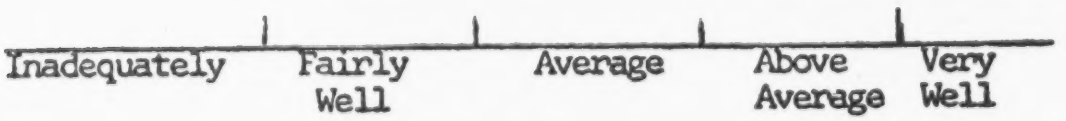
In Arithmetic?



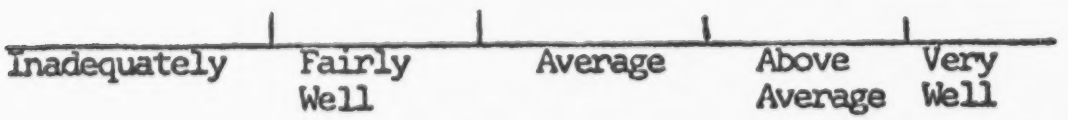
In oral language competency in Spanish in the classroom?



In oral language competency in English in the classroom?



In Developing positive self-image?



B. How are skills prescribed for each grade level being learned in Reading in the classroom?

Inadequately	Fairly Well	Average	Above Average	Very Well

In Social Studies?

Inadequately	Fairly Well	Average	Above Average	Very Well

In Arithmetic?

Inadequately	Fairly Well	Average	Above Average	Very Well

In oral participation in Spanish in the classroom?

Inadequately	Fairly Well	Average	Above Average	Very Well

In oral participation in English in the classroom?

Inadequately	Fairly Well	Average	Above Average	Very Well

C. Describe breifly special enrichment activities which have proven worthwhile in reading: _____

_____

_____

_____

_____

In Social Studies: _____

_____

_____

_____

_____

In Arithmetic: _____

_____

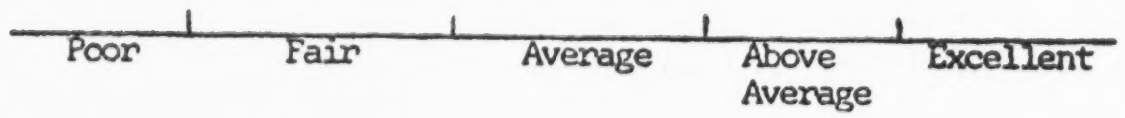
_____

_____

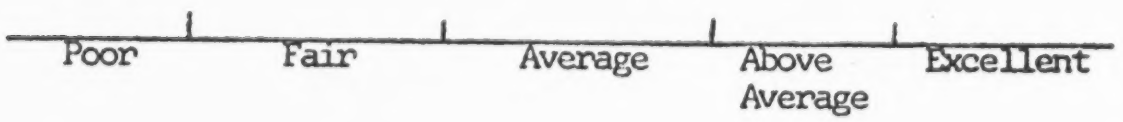
_____

III. Staff Relationships

A. Interpersonal relationships among the total staff at my school are:



B. At the team level they are:



C. List briefly changes which might improve relationships among total staff: _____

_____

_____

Among team members: _____

_____

_____

IV. Policies and Procedures

A. How are the classroom routines working?

P	Poorly	Below Average	About Average	Above Average	Very Well

B. Staff meetings meet your needs (in your school)

	Poorly	Below Average	About Average	Above Average	Very Well

C. Communications among staff members at my school are:

Poor	Below Average	Average	Above Average	Excellent

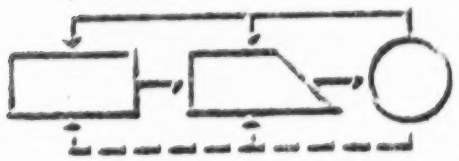
TITLE VII EVALUATION
INSTRUCTIONAL AIDES PROGRAM
TEACHER QUESTIONNAIRE

Directions: Using the following nine-point scale, rate the instructional aide(s) assigned to your class on items one through five according to your impressions at this time.

1.	In your opinion, has the Instructional Aide modified the children's academic performance?	(no)			(somewhat)			(yes)		
		1	2	3	4	5	6	7	8	9
2.	In your opinion, has the Instructional Aide helped children to gain communication skills?	(no)			(somewhat)			(yes)		
		1	2	3	4	5	6	7	8	9
3.	In your opinion, has the Instructional Aide stimulated children's interest in school activities?	(no)			(somewhat)			(yes)		
		1	2	3	4	5	6	7	8	9
4.	In your opinion, is the Instructional Aide helping the children develop positive self-concepts?	(no)			(somewhat)			(yes)		
		1	2	3	4	5	6	7	8	9
5.	In your opinion has the Instructional Aides Program been worthwhile?	(no)			(somewhat)			(yes)		
		1	2	3	4	5	6	7	8	9

Comments (Optional):

INSGROUP, INC (INSTRUCTIONAL SYSTEMS GROUP)
5855 NAPLES PLAZA, LONG BEACH, CALIFORNIA 90803
(213) 433-0452



Consulting on the design, development and evaluation of educational programs and products.

MEMORANDUM

July 28, 1971

To: Thomas F. Lopez, Evaluator

From: INSGROUP, Inc.

Re: Project "Hacer Vida"
Final Report of Preservice and Inservice Training Phases

As agreed to in our original proposal, we have conducted preservice and inservice training for ten teams of bilingual teachers and aides in the seven school districts comprising the Hacer Vida project. Our period of service began prior to the contract dates in which we planned, organized, and staffed the project and developed special purpose instructional materials for their use. The intensive inservice experience conducted just prior to the school year centered around the translation of curriculum outlines into daily measurable performance objectives for the students. Training was also given in the selection of appropriate instructional material to accomplish the objectives and in a record keeping system to verify the accomplishment of individual students and groups as they accomplished certain of the objectives.

Our initial assessment of the ten teams indicated that only in the case of one individual on one of the ten teams, was there evidence of ability to carry out the above stated competencies. By the end of the preservice period, each of the teams had sufficient competencies to translate some of the daily work into measurable objectives, select materials appropriate to those objectives and verify the accomplishments of those objectives.

Extensive time was spent assisting the teams in developing differentiated roles, to minimize duplication of effort, and maximize interaction with the students.

During the inservice portion of the training, progress and problems were aired by each of the teams so that coordination among teams was possible. Additional practice was provided in: 1) curriculum development; 2) evolving measurable objectives; 3) assessing students ability to accomplish those objectives; 4) selecting or producing instructional material appropriate to the objectives;

5) verifying student accomplishments and 6) modifying team functioning objectives and materials so as to be more consistent with the current abilities of individual,and groups of,students

In addition to the process evaluation carried out by the project evaluator, Thomas F. Lopez, INSGROUP personnel collected a product evaluation at the end of the inservice training period in order to verify the accomplishments of each of the teams. Four assignments were given. The following pages describe those assignments and the team response to them. Review of the team responses by INSGROUP staff indicated that each of the ten teams was competent in the four areas surveyed. In our judgement, considerably greater competence existed among the teams of the Hacer Vida project than among similar teachers and aides in the Riverside County area. The team participants, as well as the project leadership, are to be commended for their diligent, professional effort to improve their instructional skills for this very significant bi-lingual educational program.

INSGROUP INC.

TEAM PRODUCTS

Produced by Project "Hacer Vida" participants during the October 10th Session.

QUESTIONS ASKED:

I. Write a sequence of at least three measurable behavioral objectives that would lead learners through a series of three experiences related to anyone of these three topics.
   A. Language development in the dominant language.
   B. Observing and classifying aspects of man as tool using animal.
   C. Using numerical symbols to summarize the observations and classifications. (counting lesson..quantatative lesson).

II. List the steps in a process by which evidence would be collected before and after a lesson to verify increases in student achievement.

III. Describe the three most important learning guidelines you use to plan for your students.

IV. List guidelines by which you divide responsibilities among your team members.

Appendix D

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
46-209 Oasis Street
Indio, Calif. 92201
Phone: 347-8511 Ext. 313

Title VII - Bilingual Education

LIST OF PARENT CLUBS - 1970 - 1971

Westside School

Co-chairman

Kaye Summers
Rt. 1, Box 156
Thermal, Calif.
Phone: 399-5429

Representative to Advisory Committee

Rodolfo Cruz
Rt. 2, Box 72G
Thermal, Calif.
Phone: 397-4286

Co-chairman

Veronica Edwards
57-636 Monroe Street
Thermal, Calif.
Phone: 399-5330

Alternate

Sandra Kelsey
57-300 Jackson St.
Thermal, Calif.
Phone: 399-5355

Palm View School

Co-chairman

Consuelo Godwin
51-885 Tripoli, Apt. C
Coachella, Calif.
Phone: 398-0378

Representative to Advisory Committee

W R. Lewallen
51-855 Tripoli Way
Coachella, Calif.
Phone: 398-0378

Co-chairman

Karen Hanaberger
51-543 Date Avenue
Coachella, Calif
Phone: 398-0456

Alternate

Joaquin Rubio
P. O. Box 439
Coachella, Calif.
Phone: 398-0612

Mecca School

Chairman

Audry Manuel
P. O. Box 184
Mecca, California
Phone: 396-2205

Representative to Advisory Committee

Josie Jeres
P. O. Box 291
Mecca, California
Phone: 393-3083

Alternate

Ingrid Quick
Rt. 2, Box 42A
Thermal, Calif.

List of Parent Clubs 1970 - 1971

Peter Pendleton School

Chairman

Alicia Sanchez
84-729 Bagdad
Coachella, Ca.
Phone: 398-0960

Representative to Advisory Committee

Esther Alvarado
52-361 Camacho St.
Coachella, Calif.
Phone: 398-5653

Alternate

Roberto Carrillo
84-699 Avenue 52
Coachella, Calif.
Phone: 398-0027

Oasis School

Chairman

Gabino Cervantes
Rt. 2, Box 123B
Thermal, California
Phone: 397-4425

Representative to Advisory Committee

Shirley Towne
50-575 Calle Mendoza
Coachella, California
Phone: 398-5036

Alternate

Hortensia Alvarez
P. O. Box 722
Thermal, Calif.
Phone: 397-4213

Van Buren School

Chairman & Temporary Representative to Advisory Committee

Raquel Flores
4709 Apt. 108 Van Buren
Indio, Calif. 92201

Coachella Valley High School

Chairman

Magdalena Mendoza
52-137 Oasis Park
Coachella, Calif.
Phone: 398-5767

Representative to Advisory Committee

Mr. & Mrs. Aguirre
Phone: 399-5870

List of Parent Clubs 1970-71

John Kelley School

Chairman

Alfredo Negrete
P. O. Box 668
Thermal, Calif.
Phone: 399-5686

Representative to Advisory Committee

Mrs. R. E. Lee
54th and Fillmore
Coachella, Calif.
Phone: 399-5443

Alternate Chairman

Francisco Maeda
Rt. 2 Box 8
Thermal, Calif.
Phone: 399-5291

Thomas B. Gonzalez
P. O. Box 287
Thermal, Calif.
Phone: 399-5591

Alternate Representative

Sostenes Garza
P. O. Box 179
Indio, Calif. 92201
Phone: 399-5621

TITLE VII - BILINGUAL EDUCATION

Titulo VII - Educacion Bilingue

ADVISORY COMMITTEE MEETING OF DECEMBER 14, 1970

Junta del Comite Consultorio del 14 de diciembre de 1970

- ATTENDANCE -

Asistencia

1. Pedro Aguirre
2. Sera Aguirre
3. Susana Jimenez
4. Maria Alval
5. Maria Alvarez
6. Juan Gonzalez, Jr.
7. Maren Dalrymple
8. Rudy Ruiz
9. Sostenes Garza
10. Camilo Garza
11. Camilo Garza
12. Mildred Trenshaw
13. Louis Flores
14. Maclovia Lopez
15. Josie Jeres
16. Ramon Villegas
17. Josefa Nillegas
18. Celia Escovedo
19. Cruz Florez
20. Hortencia Arellano
21. Antonio Rosales
22. Petra Montiel
23. Alberto Esques
24. Lupe Bazua
25. Porfie Bazua
26. Luis Lopez
27. Leatrice R. Lee
28. Esther Alvarado
29. Thomas F. Lopez
30. Gloria Perkins
31. Sally Lopez

JOHN KELLEY ELEMENTARY SCHOOL

PARENT VISITS TO CLASSROOM

DATE	NAME
September 28, 1970	Mrs. Zavala visited
September 28, 1970	Mrs. Robert Lee (visit once a month)
October 12, 1970	Mrs. Garza
October 15, 1970	Mr. & Mrs. Gordillo
October 20, 1970	Mrs. Garza
November 8, 1970	Mr. & Mrs. Maeda
November 9, 1970	Mr. & Mrs. Gordillo
November 13, 1970	Mrs. Hernandez
November 19, 1970	Mrs. Guerrero to talk about Emilia
December 11, 1970	Mrs. Guerrero to visited
December 15, 1970	Mrs. Buenrostro
January 7, 1971	Mrs. T. Gonzales
January 20, 1971	Mrs. T. Gonzales

JOHN KELLEY ELEMENTARY SCHOOL

DATES OF PARENTS' PRESENTATIONS

DATE	NAME AND PRESENTATION
December 16, 1970	Mrs. Gordillo presented Piñata-making.
January 10, 1971	Mrs. Thomas Gonzales presented a knitting demonstration.
January 25 to 29	Mrs. Gonzales, Mrs. Guerrero, and Mrs. Lee visited the class.
February 1 to 5	Mr. & Mrs. Robert Lee, Mrs. Guerrero, Mr. Gordillo, and Mrs. Rice visited the classroom.
January 28, 1971	Mrs. Buenrostro brought the painting easel that Mr. Buenrostro made.
February 8 to 11	Mr. Gordillo and Mr. Maeda brought Valentine refreshments to the class. Mrs. Lee visited twice. Mrs. Garza stayed for the Valentines Day party. Mrs. Guerrero's sister did also. Mrs. Sanders, Mrs. Maeda, Mrs. Guerrero, and Mrs. Lee sent refreshments. Mrs. Zuñiga visited. Mrs. Gordillo brought a record so we can learn a Mexican dance from it.
February 18, 1971	Mrs. Zavala came to bring costumes for program and offered to make more for the children.

LISTA TENTATIVA DE PROXIMAS JUNTAS
TENTATIVE SCHEDULE OF FUTURE MEETINGS

November Noviembre	12	Thursday Jueves	7:00 P.M.	Riverside County Schools Office
December Diciembre	14	Monday Lunes	7:00 P.M.	Peter Pendleton Elementary School
January Enero	12	Tuesday Martes	7:00 P.M.	Westside Elementary School
February Febrero	18	Thursday Jueves	7:00 P.M.	Mecca Elementary School
March Marzo	15	Monday Lunes	7:00 P.M.	Cathedral City Elementary School
April Abril	13	Tuesday Martes	7:00 P.M.	Oasis Elementary School
May Mayo	17	Thursday Jueves	7:00 P.M.	Van Buren Elementary School
June Junio	7	Monday Lunes	7:00 P.M.	Coachella Valley High School

SPEAKING ENGAGEMENTS

Date	Organization	Person
November	So. Valley Rotary Club	Mr. Lopez *
January	Peter Pendleton PTA	Mr. Apodaca
January	Westside PTA	Mr. Apodaca
February	Mecca PTA	Mr. Apodaca
May	Mexican American Political Association	Mr. Apodaca

FORMAT FOR SPEAKING ENGAGEMENTS *

BILINGUAL EDUCATION-TITLE VII ESEA

I. Title VII ESEA
   A. History
   B. Definition of Bilingual Education
   C. Rationale for Bilingual Education

II. Bilingual Education Programs with innovative solutions
   A. Extent of federal participation
   B. Must fit needs assessments
   C. Funotional Components
      1. instructional program
      2. acquisition, adaptation and development of materials
      3. staff development
      4. community involvement
   D. District committment
      1. inkind services
      2. personnel directly funded
   E. Coordination with other programs

III. Local Educational Agency selection and funding

IV. Project "Hacer Vida"
   A. Scope of Program
   B. Participating districts
   C. Participating Schools
   D. Participating Teachers and aides